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The Playground

OCTOBER, 1926

Play Space for Elementary School Children By George E. Johnson

Recreation on the World's Greatest Ship By Claude C. Cornwall

Personality and Play By J. C. Walsh

**Summer Achievements in Pontiac, Michigan; Memphis, Tennessee;
Columbus, Georgia; Monroe, Michigan**

Thanksgiving

**The Bureau of Drama of the P. R. A. A. Has Put a Girdle 'Round the Earth
in Its Search for Novel Ideas for Observing Thanksgiving.**

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The Playground

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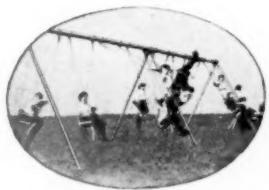
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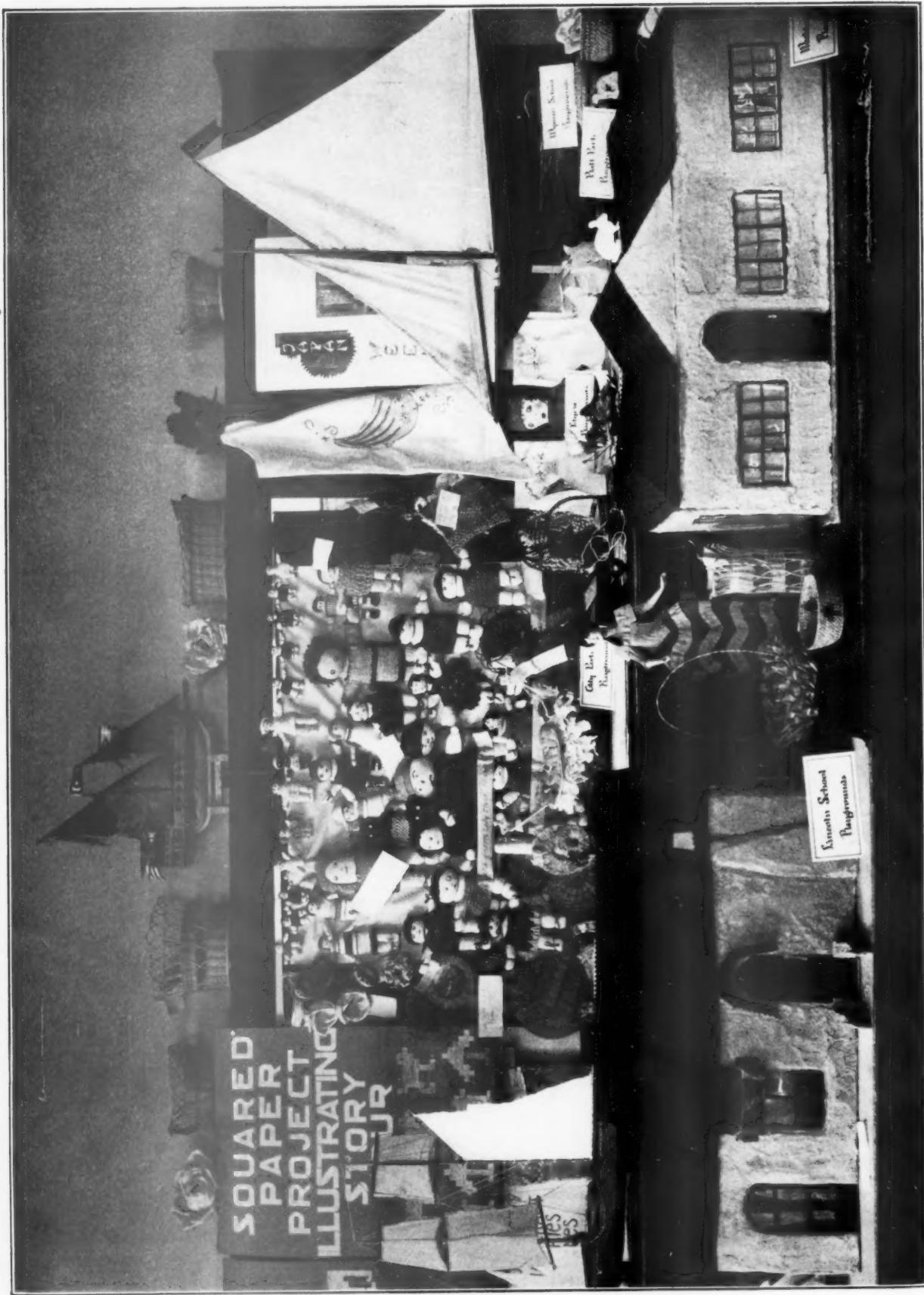
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The Playground

VOL. XX, No. 7

OCTOBER, 1926

The World at Play

Twenty Years of Recreation in Providence, R. I.—The Providence playgrounds, of which Mr. J. J. McCaffery is Superintendent, are celebrating this year their twentieth anniversary. From four small areas and a few school yards operated during July and August the system has grown to 29 play areas and 23 baths. The areas total three and one-half million square feet of land, represent a municipal investment of more than one-half million dollars and require a corps of 150 men and women, 95 of whom are supervisors and directors.

Selecting Elmira's Best.—Last summer, under the auspices of Community Service, Elmira, New York, held a contest to determine the best all-round playground in the city. The rating system, which provided for 1,000 points as the maximum, had as its objective the promotion of loyalty and cooperation rather than individual achievement. The rating was as follows: 150 points for hygiene; 75 for attendance and sportsmanship; 175 for handcraft; 75 for dramatics; 50 for music; 100 for badge tests; 75 for general activities; 100 for volley ball; 100 for track and 100 for story telling. The Spaulding Playground made a total of 840 points and was awarded the cup presented by Edward J. Dunn, president of Community Service.

The Play School in Waterbury, Connecticut.—During the past summer the Waterbury, Connecticut, Industrial School, of which Miss Katharine Crowley is Director, maintained its first play school for twenty girls between the ages of 6 and 11. Play, rest, exercise and one hot meal a day plus a quart of milk for each child made up the program.

Chicago's Recreation Map.—The City Club of Chicago is doing much to promote recreation through its round table luncheons at which various

phases of the movement are discussed. There are golf and tennis round table luncheons and luncheons at which are discussed recreation for young men and women, athletics and physical education in the public school, the effect of play on child behavior and similar topics.

At a general luncheon meeting, held on May 20th, the map showing Chicago's recreation facilities had its first showing. This map, prepared by Professor Burgess of the University of Chicago and his group for the Parks and Public Recreation Committee of the City Club, shows 3,164 recreation centers classified under commission, private and public. It is in two sections, each 10 feet square—a total of 200 square feet of map when both sections are unrolled. Its scale is eight inches to the mile. In connection with the map has been prepared a large loose leaf folder entitled Guide to the Chicago Recreation Map. Each recreation center on the map bears a number corresponding to a number in the directory. There are 2,020 commercial recreation centers, 881 private centers and 263 public centers.

Playground Golf.—The Department of Recreation of *Parks and Recreation* in the July-August issue suggests a game of marbles called "Playground Golf." Mr. V. K. Brown, of the South Park Commissioners, Chicago, is trying it out locally. "It consists," says Mr. Brown, "of laying out an 18-hole marbles golf courses, on the playgrounds where natural hazards, traps and bunkers abound, establishing par and bogey for each hole and requiring the players to observe the rules of golf, playing each shot knuckle down on tee or fairway with the hand touching the ground at starting point if from tee, or where the marble comes to rest in bunker or fairway for subsequent shots, counting the shots until holding out in a small cup on each of the successive greens, keeping the total score as is done in golf and organizing the game just as golf is organized."

Another adaptation which is being successfully put into effect by workers in several cities is the laying of a nine-hole golf course in a circle about the playground with small tin cans sunk in the ground. Four players start off shooting marbles, keeping count of the number of shots each requires to get the marbles into the cans. Hazards may be arranged in the form of little bushes, some pieces of four-inch pipe into which it is necessary to shoot the marbles and little troughs with four-inch holes through which the marbles must go.

Recreation Day at Paterson, N. J.—Transported in buses from eighteen playgrounds the boys and girls of Paterson turned out in large numbers for Recreation Day held on September 1st at Pennington Park under the auspices of the Recreation Commission. The following program was presented:

Jackstone elimination matches on platform No. 2. Girls' Dodge Ball, four district teams, two games and final. Boys' Volley Ball, four district teams, two games and final. Boys' Playground Ball, four district champions, five inning games. Horseshoe pitching.

Water Sports: Twenty-five yard swim for girls, weighing under 90 pounds; girls' 50 yard dash, trials, weighing under 110 pounds; girls' 50 yard dash, trials, weighing under 75 pounds; boys' 50 yard dash, trials, weighing under 90 pounds; boys' 50 yard dash, trials, over 110 pounds, but not 16 years; boys' 50 yard dash, finals, 4 weight classes. Harmonica contest on platform. Freckle Face Contest on platform.

A feature of the program was boys' boxing.

Miniature Golf Courses.—Community Service of Elmira has constructed on the front lawn of the Crippled Children's Reconstruction Home a miniature golf course consisting of a plot of ground about 100 feet square. The distance from tee to green (cup) is from 20 to 50 feet. The balls are purchased at the 10 cent store and the clubs consist of putters. A tin shop furnishes the cup or it is possible to use coffee cans which are 4 inches in diameter with a depth of from three to five inches. The flags are made of $\frac{1}{4}$ " three-foot iron rod with metal plate for marking, the flags numbered from one to nine.

The City of Dayton, Ohio, through the Department of Public Welfare has devised an 18-hole putting course laid out as nearly as possible like a regular golf course but without hazards, traps or

raised tees. It is possible to lay the course out on any size plot of land desired and within a space as small as 150 x 200 feet. There should be markers for each tee and a flag for each hole. These are made of metal numbered on both sides from 1 to 18 inclusive. The course is laid out so that the distance from the several tees and holes varies from 15 to 60 feet. Fairways, Mr. Moore, Supervisor of Recreation, points out, must not cross and the holes should be changed at least once every two weeks. A fee of 10 cents for 18 holes is charged, tickets selling at the rate of 3 for 25c and 13 for \$1. More than 6,000 rounds were played on these courses during July.

Playground Safety Clubs.—“In the last two weeks,” writes Carl H. Meissner, Director of Playgrounds, Board of Education, Toledo, Ohio, “we have had over 42,000 children in organized play with no playground accidents recorded.”

This record, to a large degree, has been made possible through the Safety Clubs which have been organized on all the playground centers through the cooperation of the Toledo Safety Council. The Safety Federation, composed of officers from each ground, meets weekly at the Chamber of Commerce with the playground directors and secretary of the Safety Council. Instructions are given in first aid, safety methods and general problems. Safety administration on the playgrounds is left to the children themselves who patrol the grounds, warning of unsafe play on swings and other apparatus. Children have had clean-up days, have recovered stolen property and have discovered a number of cases where quarantine for infectious diseases has been broken. The officers of the club are chosen by the children. Special badges are provided by the Safety Guards, consisting of four officers and 15 selected boys and girls, while all the members of the Playground Safety Club wear smaller buttons announcing their membership in the Toledo Safety Council.

A Loan Library on Recreation.—The Department of Public Recreation of Daytona Beach, Florida, reports a library of over 340 books on recreation subjects which are loaned out to people desiring them.

Volunteer Dance Hall Chaperones in Chicago.—The Juvenile Protective Association of Chicago, composed of a group of Chicago women, is trying out the experiment of having its members serve as volunteer chaperones in the dance

hall. This has been made possible by the cooperation of the National Ball Room Association comprising the dance hall managers of Chicago who are anxious to correct conditions through self-imposed restrictions.

The experiment in Chicago will be watched with interest by other cities coping with dance hall problems.

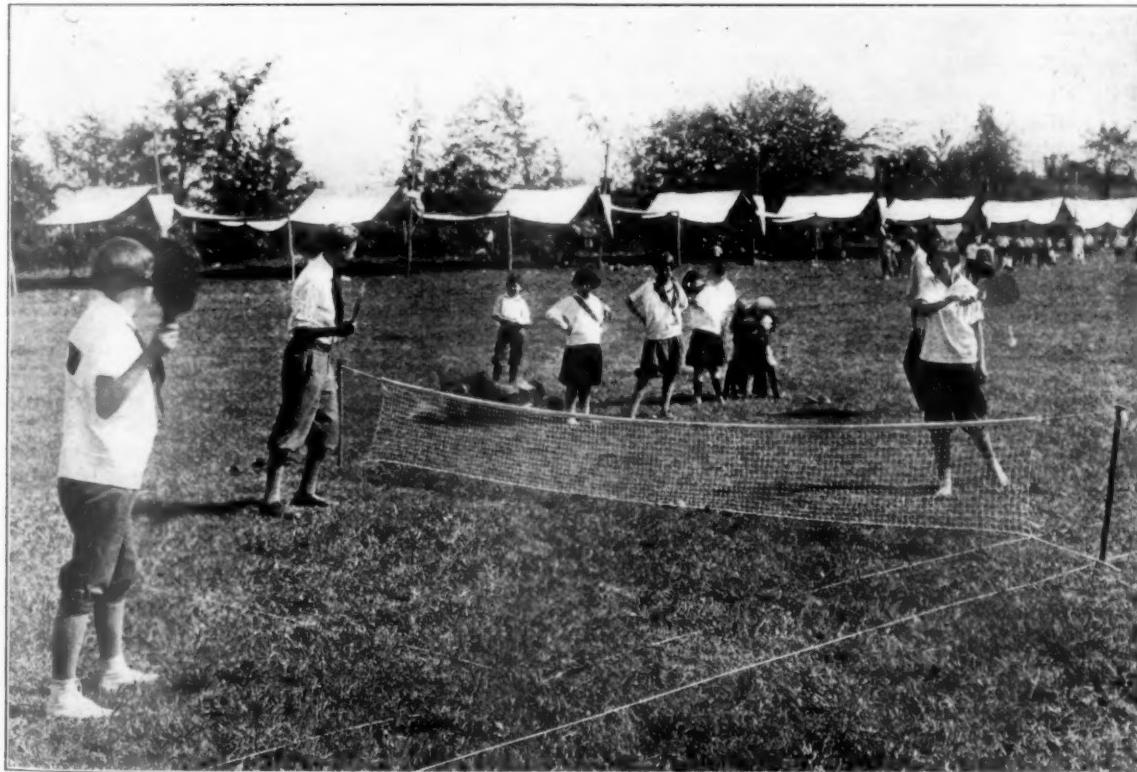
Lynchburg's Pushmobile Contest.—A pushmobile contest on the Lynchburg, Virginia, playgrounds of which Mrs. R. P. Munday is General Supervisor, brought to light much mechanical ingenuity and play of the imagination.

Races were run in three classes—17 years and under; 14 and under; 11 and under. The pushmobile receiving the award for the funniest car was constructed as a "Fallen Arch Six" and was equipped with radio, seven spare tires, ferns and two steering wheels. Many of the cars were beautifully constructed, ranging from 5 to 8 feet in length and equipped with motormeter, license plates and real horns; and one, by an ingenious device, had smoke coming from the exhaust. Roadsters had baby carriage tops which could be put back.

Junior Baseball in Cincinnati.—For the fourth year Junior Baseball has held sway in Cincinnati. Sixty-eight teams from every section of the city entered the baseball tournament conducted by Community Service and by August 17th on the fourth round nine teams were left. There were the Eighth Street Shamrocks, the Premier Flashes, the Evanston Buccaneers, the Price Hill Stars and others competing for honors in the final tournament held on August 30th.

Litty Day in Memphis.—Litty Day, held on August 14th under the auspices of the Glenview Home Improvement Club and the Recreation Department of the Memphis Park Commission, was the big day in the beautiful park and playground given by Mr. Harry Litty to his neighbors.

The program included such events for children as Egg and Spoon Race, Rabbit Race, Hopping Contest, Sack Race, Baseball Throw, Horse and Rider Contest, Twenty-five-yard Dash, Potato Race, Hoop Rolling Contest, Jump the Shot, Back-to-Back Race, Dodge Ball Game and Sand Modeling contests. For the grown-ups there was a program of Tug of War, Push Balloon Race, Volley Ball Throw, Hoop Race, Leapfrog Race,



PADDLE TENNIS
Westchester County Third Annual Play Day

Baseball Throwing Contest. The Grand Horse-shoe Tournament for men and Croquet Tournament for women were followed at six o'clock by the community program. A long anticipated event was the community picnic heralded as "a grand and glorious picnic with plenty of entertainment and loads of fun for everyone." Every family brought a lunch the contents of which had been determined by the committee in charge, and turned it in to be arranged on tables with the other luncheons. This made it possible for all the picnickers to sit down together.

Then came after-picnic contests for grown-ups such as Statues, A Nail Drivers' Contest, Irishmen's Pipe Race, Blow 'Em Up Race, Father and Son Race and Litty Cigar Race. After that came the presentation of awards with attendance prizes for the Street Lieutenant and Block Captain who had the largest attendance from their districts. As a grand finale came the presentation of the pageant *Sleeping Beauty* given by the children of the Litty Park Playground.

Play and Delinquency.—The 1926 report of the Superintendent of the Chicago and Cook County School for Boys at Riverside, Chicago, lays much emphasis on the importance of recreation.

"Without question it is more difficult to make the boy's recreation and leisure time of value to him than to make his schooling or outside work worth while for the reason that a fondness for books, skill and inventiveness in game-making, and an aptitude for team work—all three of which are desirable free-time assets—are generally little in evidence among delinquent boys. Juvenile delinquency, and very likely adult delinquency, results in large measure from an unwise use of leisure time. The young boy who adds to his leisure time through school truancy has taken, particularly in the city, a long step toward delinquency, in that finding so little to do that does not involve spending money for carfare, eatables and shows and having no funds, he begins taking the property of others."

Dayton's First Municipal Track and Field Meet.—On July 24th, at the University of Dayton stadium, the city held its first Municipal Track and Field Meet with a full afternoon's program of athletic events. In spite of the sweltering heat, at least 2,000 people witnessed the program.

Progress Reported in Securing Play Fields in Great Britain.—The National Playing Fields

Association of Great Britain, of which the Duke of York is President, in the short period of its existence—it is a little over a year old—has been responsible for securing by gift many acres of play area which are serving the young people of Great Britain. Forty thousand pounds have been received in cash and pledges, according to Brigadier General R. J. Kentish, C.M. G., D. S. O., Honorary Organizer of the National Playing Fields Association.

Houston, Too, Has a Circus.—Many strange animals made their appearance at the Playground Circus held under the auspices of the Recreation Department of Houston, but none of them rivaled the mammoth Dinosaur with loose hanging jaws of sufficient size to admit the body of a full-sized boy. The surprise of the evening, however, was the presence among the many fantastic make-believe animals of two real elephants from the zoo at Hermann Park. Another popular feature was the bicycle act in which ten pairs of bicycles formed a pathway through which two star performers rode performing masterly feats on their handlebarless bicycles.

Carnival Night in London, Canada.—Three thousand children took part in the festival held under the auspices of the local playgrounds department in London, Canada, in which were displayed fourteen floats designed and painted entirely by the children themselves. The floats depicted early day history and the children in costumes of all kinds carried out the ideas presented in the floats. The children of each playground carried a distinctive type of lantern. Games, drills, folk dancing, a hockey exhibit, singing and other activities made up the program of this carnival night which attracted 8,000 spectators.

Kansas City Holds First Annual Tournament M. A. F.—The First Annual Tournament of Miniature Aircraft Fliers to be held in Kansas City, Missouri, was conducted on August 28th under the auspices of the Recreation Department and the Rotary Club. Mr. Terence Vincent, M. A. F. Director, was in charge. Mr. Vincent taught over 500 Flier-hours during the month of August under the auspices of Mr. George C. Tinker, who had charge of the playgrounds and the Boys' Work Committee of the Rotary Club.

Summer Activities in West Palm Beach.—The summer exodus from Florida failed to affect



West Palm Beach, Fla.

HANSEL AND GRETEL

the activities of the Department of Public Recreation and a number of special activities were included in the program. *Hansel and Gretel* was produced three times. Among other special events were an inter-playground puppet tournament, the state bicycle championship races and mass game carnivals held every two weeks. An event of wide interest was the baseball field day with fungo bat-



West Palm Beach, Fla.

LITTLE PLAYMATES IN HANSEL AND GRETEL

ting, accuracy pitching, distance throwing and base running as the events.

Westchester County's Swimming Meet.—There were 166 entries for the First Annual Swimming Meet held at Kingsland Point Park on August 14th by the Westchester County Athletic Federation under the auspices of the County Recreation Commission with the cooperation of the County Park Commission.

The program was as follows:

- 25-yard swim, boys under 13 years of age
- 25-yard swim, girls under 13 years
- Diving, boys under 16 years of age
- Diving, girls under 16 years of age
- 50-yard swim, boys under 13 years
- 50-yard swim, girls under 13 years

- 150-yard medley race, men
- 150-yard medley race, women
- 50-yard swim, boys under 16 years
- 50-yard swim, girls under 16 years
- 400-yard relay, women
- 400-yard relay, men
- Diving, men
- Diving, women
- 100-yard swim, men

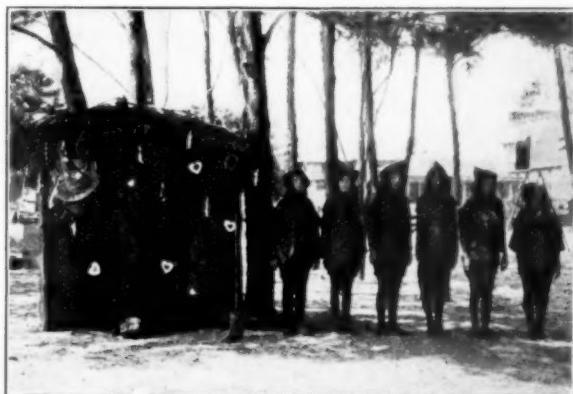


Bacon Park, West Palm Beach, Fla.

PIE EATING CONTEST—61 ENTRANTS, JULY 4, 1926

- 100-yard swim, women
 - 100-yard swim, boys under 16 years of age
 - 100-yard swim, girls under 16 years of age
 - 200-yard swim, men
 - Finals
- Gold, silver and bronze medals were awarded for swimming and diving events, gold and silver medals for relays.

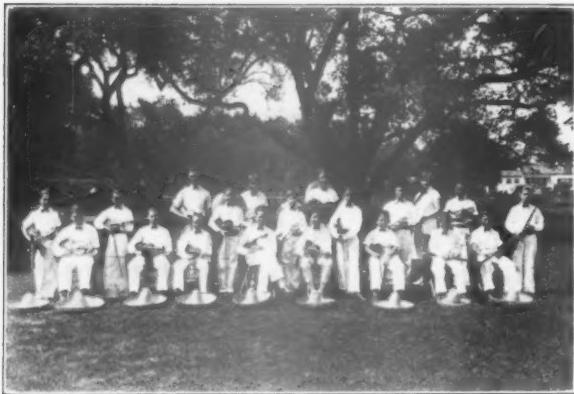
The Sportswoman.—September, 1926, sees the *Sportswoman*, the two-year-old magazine de-



West Palm Beach, Fla.

GINGERBREAD HOUSE AND WITCH

voted to the promotion of amateur sports for women and girls, appearing "much grown up and in a new dress." Eight national amateur athletic



PLAYGROUND ORCHESTRA
Glendale, Cal.

groups are cooperating in the project and their official material will appear each month. Miss Constance K. Applebee, Physical Director of Bryn Mawr, is editing the magazine; Dorothy E. Greene is Managing Editor. The September issue contains articles by Glenna Collett, Mary K. Browne, Anne B. Townsend and others who write interestingly on sports for women. The *Sportswoman* is published on the 10th of each month by the Sportswoman Guild at 1747 K Street, N. W., Washington, D. C. Price, \$3.00 a year; single copies, 30c.

City-wide Cooperation.—An interesting example of community-wide cooperation is to be found in Glendale, California, where the City Public Schools and Community Service are working jointly on the following plan. The work is under the supervision of the Parks, Playgrounds and Recreation Commission, office assistants being furnished by the Commission office secretary and Community Service, which maintains an office with the Park Commission. Six playground directors are paid by the city, three by the Elementary School Board and two by the High School Board. Major supplies are furnished jointly by the Elementary School Board and the city with Community Service taking care of the incidentals. Two city parks and seven school grounds are used as playgrounds. Schedules are so arranged that two women directors who are specialists in storytelling visit each ground for a long session three times a week and two women specializing in folk dancing make shorter visits to each ground three times a week. A man director who is manual training supervisor during the winter is in charge of handcraft in four of the school shops.

Mobile Reports.—That the attendance on the

sixteen playgrounds conducted by the Department of Recreation, Mobile, Alabama, was over 100,000 for a six-weeks' period was considered material for a large headline by the *Mobile News-Item* of August 19th, which published the report of H. G. Rogers, Superintendent of Recreation. The opening of Arlington Pier Bathing Beach was cited as one of the important events of the season. The beach has attracted thousands of people and within a week after its opening it was evident that additional bathing house facilities would be necessary.

Pet Shows in Youngstown, Ohio.—The pet show held at Youngstown, Ohio, under the auspices of the Playground Association proved a combination of pet show and costume parade in which the playground children marched dressed as animals or in any costume they chose to devise. Mounted police headed the march on horses which were the "city's pets." The Mayor and other city officials and a number of private citizens followed in automobiles. Then came a calliope donated by an amusement company and at the head of the parade a float with savages representing the "Lost World." The traction company furnished free transportation and permitted animals to be carried on the trolleys.

Preliminary events were held on fifteen grounds and awards were provided by one of the local papers. The Humane Society cooperated by furnishing an expert judge.

It was found advisable in the Youngstown show to have one judge for each of the classes—the smallest, largest, most original, so that all the judging could go on at once. These judges met with the official who had done the preliminary judging so that the methods were uniform. A number of awards were made to those receiving honorary mention and in this way a large number of children were recognized.

St. Paul's Municipal Pageant.—The Recreation Bureau of St. Paul, in cooperation with the Cosmopolitan Club of the City, recently presented with marked success the pageant, *Cinderella and the Magic Wand*.

The setting was the new park area where a municipal reservoir is located many feet above the level of the park land, the sides providing the amphitheatre for seating the audience. The scenery depicted a huge castle and a village in the distance. Floods, spotlights and footlights were used in colors to add effect to the spectacle. Thirteen hundred and fifty children from the various play-

grounds and 200 adults from the Cosmopolitan Club made up the personnel of the cast.

The pageant was presented on two nights, August 6th and 7th. The Minnesota State Band furnished the musical numbers for the various scenes. Fully 60,000 people witnessed the pageant.

An outstanding feature in the preparation for the pageant was the cooperation of the parents. The costumes were provided for the most part by the parents and made under the direction of the playground directors and Mrs. Norma Smith, Pageant Director. Many of the fathers used their automobiles in providing transportation for the children to and from the park.

Summer Events in Jacksonville, Florida.—The Annual Doll Show held under the auspices of Jacksonville Playground and Recreation Department was witnessed by more than two thousand citizens. Some of the dolls shown were over a hundred years old; some came from far-off lands, while others were made in America by skilled artisans; still others were made by the children themselves.

The awards were blue, red and yellow ribbons stamped in gold with the State Seal. These awards were given for the oldest, the handsomest, the ugliest, the largest, the funniest, the smallest, the most unique and the most stylish dolls. There were also awards for the best animal doll, nationality dolls, the best walking and talking doll, the best rag doll, the best twin dolls and the best handmade dolls. Other entries included family groups of dolls, doll furniture, and decorated doll carriages.

Another event of the summer was the aeroglider contest with events for the longest glade, the best stunt flying and the best exhibition of control. According to the rules for the contest, gliders could be shot from the sling, thrown or propelled by any known means. Model airplanes were a feature of one of the events and there was a balloon race.

The Annual Motor Boat Contest was known this year as the *Baby Regatta*. Still another contest was the city-wide scrapbook contest in which the boys and girls gathered material regarding the nature lore of Florida.

New Playgrounds.—Under the auspices of the Interborough Women's Club of Mauch Chunk and East Matich Chunk, Pennsylvania, playground work was initiated this summer. From voluntary subscription enough money was raised to conduct

a playground in Memorial Park, East Mauch Chunk and at Asa Packer Park of Mauch Chunk. With this start it is hoped a permanent program will be carried on.

New Americans' Guide to Citizenship.—G. R. Malone, Teacher of Naturalization Classes in Night Schools, Highland Park, Michigan, has prepared a course of twenty lessons in American government for students seeking naturalization. Important points, both in civics and history, are emphasized in clear cut fashion.

A Short Course in Community Recreation Leadership.—From July 7th to 14th the University Extension Division of the University of Wisconsin gave a short course in Community Recreation Leadership. The Division had as co-operating agencies the Wisconsin Council of Social Work, the University Department of Physical Education, and the Wisconsin Parent-Teachers Association. The ten groups of topics which included lectures, discussions and demonstrations, consisted of five periods, each of 55 minutes.

The Pan Pacific Conference.—The week of April 11-16, 1927, has been designated as the date for the Pan Pacific Conference on Education, Rehabilitation, Reclamation and Recreation. This Conference, authorized by Congress and organized by the Department of the Interior, will be held at Honolulu, H. I. Invitations will go out to nations bordering on the Pacific Ocean or having territorial interests in the Pacific, including Colonial governments. The general purpose of the Conference is the mutual discussion of common problems relating to school reclamation, rehabilitation and recreation. It is hoped that the Conference will prove a medium of better understanding and relationship between the United States and its neighbors in the Pacific.

Toward Brotherhood.—Miss Clare S. Carter, of Woburn, Massachusetts, writes of an incident that illustrates the power of play to develop world fellowship. A social worker in Boston, struggling with antagonism between a Jewish and an Italian boy, told a story of Italy which brought in Garibaldi. She let the group work on the project of presenting the story as a "play." Much interest was aroused and when it came time to assign the parts, the Jewish boy himself led forward the Italian with the remark: "Tony must play Garibaldi—he was an Italian."

Play Space for Elementary School Children

By

GEORGE E. JOHNSON,

Harvard University

The solution of the problem of elementary school playground area in the average city involves the consideration of:

- I. Plays and games every boy and girl should know
- II. The standard amount of space needed for the pursuit of these activities by a given number of children of the ages involved
- III. The application of this standard to the schools of Xville

I. PLAYS AND GAMES EVERY BOY AND GIRL SHOULD KNOW

Good Health Through Games

The most fundamental thing we desire for our children is good health. Every boy and girl should pursue those plays and games that conserve good posture, depth of chest, strength of heart, active circulation and good digestion. Therefore, every elementary school child should play at *walking in difficult places*, at *digging and lifting and hauling*, at *jumping*, at *throwing and striking*, at *swinging*, at *climbing and hanging by the arms*, at *running and dodging and chasing*, at *swimming*, at *playful fighting and wrestling*.

The boys and girls who pursue through the elementary school years such plays and games under favorable conditions will tend to have a complete and rounded physical development and escape the deplorable condition, so common among school children, of an inverted pyramid of intellectual and physical development—a condition which recalls Mark Twain's familiar allusion to the Mississippi steamboat, which had a one-horsepower engine and a two-horsepower whistle. When the whistle blew, the steamboat stopped.

Development of Important Mental Qualities

In addition to a sound body we desire for our children a sound mind to control it. The activities of the race have developed in relation to certain mental qualities which tend to be conserved in

children through their plays and games. Beginning with the lower capacities, as perception, acuteness of hearing, clearness of vision, keenness of touch, and the rest, and continuing through accuracy of judgment of sense impressions, correlation of the senses and motor apparatus, remembering, associating, imagining, and reasoning,—up to a certain point, the plays and games of children furnish the best, if not the only, practicable means whereby boys and girls develop their most fundamental and important mental qualities. Therefore every boy and girl should play those games that tend to bring about a complete integration of mind and body. These include first of all the innumerable games of skill, beginning perhaps with the games of *hop scotch*, *jumping rope*, *hoop rolling*, *bean bag board*, *ring toss*, the simple games of *ball*, *tip cat*, *top spinning*, *jackstones*, *marbles* and concluding with the more complicated games of *ball*. These games advance on the mental side beyond those first mentioned plays and make for a finer organism, closer correlation, higher efficiency and more masterful control.

This harmony of mental and motor activity is constantly illustrated in ball games. Some school boys were engaged in a game of baseball. It was a fast, close game with the score 4-3 in favor of the field at the second half of the ninth inning. The crowd was yelling fiercely. A batter hit a ball sharply to the infield. It bounded along with the speed of a cannon ball a little to one side of the shortstop, who, by some incredible sweep of body and hand stopped its progress but was unable to recover for a sure throw to first, and the ball went wide and struck the fence beyond. The runner, seeing his opportunity, tore along towards second base like a race horse. Meantime the pitcher, simultaneously with the hit, had started to "back first base," and with the swiftness of a hawk bore down upon the ball, now on its rebound from the fence. With what to the eye seemed a single and continuous movement he seized the ball, turned, and threw with unerring aim to the second baseman, who caught the ball and tagged the runner as he shot in a long swift dive for the bag.

and the game was saved. It is no wonder that such perfect union of temper, mind and execution constantly exhibited in ball games should excite the admiration of thousands, who by their perennial enthusiasm attest the popularity of our national game. There are few games better than baseball for general development and while the incident just related occurred with pupils of secondary school age, this type of activity should begin in modified form for all able-bodied boys, and girls, too, by the 10th to the 12th year.

Moral and Spiritual Qualities Developed Through Play

But there is a further need of boys' and girls beyond health of body and mental control, namely, of certain moral and social qualities, the foundation of which has been laid in generations past. Every boy and girl should know those games that develop courage, self-respect, admiration of skill, desire for efficiency, persistence, sense of justice, love of fair play, sympathy and sociability. Ample opportunity for the development of these qualities is found in the active games of children. In our nation of diverse peoples there is special need of play activities that develop the qualities in the individual which are fundamental to social control. Ross mentions four of these traits or qualities essential to good order, namely, sociability, sympathy, sense of justice, and its correlative, resentment. In these days of rapidly increasing interest in the sociological aspects of education, the plays and games of children acquire special interest; for it is in the play life of children, in the pure democracy and autonomy of the playground alone, that any adequate opportunity for full, normal social expression can be made possible for children. Strange to say, the tendency in the development of civilization is frequently away from the sociability of primitive races. Anglo-Saxons are less sociable than the Eskimos, Sioux, Negroes or Bushmen. Sociability, unmindful of race or social position, is best developed and most safely expressed on the playground. Every young boy and girl should therefore know the *traditional singing games, folk plays and dances such as Looby Loo, London Bridge, Jenny Jones, Go Round and Round the Village* and others, and later the dances of various nations.

Sympathy, the gentle spirit that evens inequalities and puts one in another's place, like sociability, often loses in the process of civilization and

in the passing of childhood. It is an observation of anthropologists that "idyllic gentleness" has been found only among primitive peoples, and it is a common observation that children are apt to be more keenly sympathetic than their elders. But sympathy, as well as a sense of justice, will have much to do with any successful righting of social wrongs or with the maintenance of better social conditions when once they are attained. We shall do well to conserve in the children of this generation all possible susceptibility to sympathy. This can best be done through the plays and games of children. In his dramatic play the child splits up into his "other selves," he becomes all things, he puts himself constantly in another's place. Every boy and girl, therefore, should know those games and plays that call for imitation and impersonation in great variety of animals, of playmates, of men and women of every social stage and occupation, such as horses, firemen, cowboys, policemen, grocer, expressman, doctor, conductor, teacher and others; games where the players alternate in having the desirable and undesirable part in being "it" and not being "it," such as *tag, I spy, hunkety, hill dill, bull in the ring, blind man's buff, follow the leader, gypsy, fox and geese, duck on the rock, roley-poley, and the like*.

The sense of justice or love of fair play is another "contribution of the individual" to social order and "best good of all." Children in their games tend to adhere to rule and to grant and to demand equality of advantage and opportunities. The playground, therefore, readily becomes the best school for the conservation of the "square deal" in personal and social relations; and the school playground has one distinct advantage in this, that it can maintain a high standard of fair play and of adherence to the rules of the game. Every boy and girl should become expert in some games which have *generally accepted and clearly defined modes of behavior governing them*.

Group Games Essential for Social Ends

The traits of character of the individual which have been mentioned towards which there is a natural, but not always unerring tendency in children, would not fulfill their function unless they came to be exerted in social as well as individualistic activities. The welfare of society will depend in large measure upon the elemental virtues which are so well developed in games and which take on a new and higher form when exerted in group activities. Therefore, every boy and girl should

know and play certain of the best group games, such as *dodge ball*, *volley ball*, *captain ball*, *basket-ball*, *baseball*, *hockey*, *football for boys*, and *for girls such of these games as have been modified or standardized for their use.*

The half has not been said as to what plays and games every boy and girl should know, nor why they ought to know them. But we may at least conclude that every boy and girl should at the proper stage of development pursue:^{*}

1. Plays and games that conserve the essential biological and physiological growth of children
2. Plays and games that tend to make the body the perfect organ of feeling, thinking, and execution, even under the stress of great excitement
3. Plays and games that develop the elemental individualistic virtues
4. Plays and games that tend towards a higher expression of the individual in social relations and for social ends

II. THE STANDARD AMOUNT OF SPACE NEEDED FOR THE PURSUIT OF THESE ACTIVITIES BY A GIVEN NUMBER OF CHILDREN OF THE AGES INVOLVED

How large need a school playground be to provide adequate space for pursuing the plays and games mentioned?

Unfortunately there is no generally accepted standard for the size of a playground. Varying standards have been suggested and some have been made the basis of legislation. Two acres was an English standard for the size of a playground as early as the fourteenth century. In the reign of Richard II it was declared that "the Lord of the Manor may not be custom to plow or break up two acres of land lying near the church, because it was anciently granted for the recreation of the youth after evening service on every Lord's Day."

Unfortunately this standard was not held to for either the church or the school. In 1893 the Board of Education, Whitehall, London, set a minimum standard for a school yard at thirty square feet per child. In America various standards have been proposed. Boston once adopted the London standard of thirty square feet per child. Englehardt has gathered together various

^{*}There is no intention of minimizing the claims of other essential types of play as constructive, dramatic, nurturing, etc. These should have separate treatment.

recommendations made in connection with certain school surveys as follows:

Space Standards Suggested

Aryes: Cleveland Survey . . . 35 to 50 square feet for each child is a fair allowance. 50 to 60 good, 65 and above very good.

Spaulding: Minneapolis, *A Million a Year* . . . 40 to 50 square feet per pupil of building capacity.

Cubberley: Portland survey . . . 51 square feet free space per pupil insufficient. 40,000 square feet (a typical Portland city block) too meagre for ordinary city school list.

Department of Education, Minnesota . . . 50 square feet per pupil as a minimum, 100 square feet desirable (presumably of capacity enrollment)

Toronto Playground Association . . . An acre for each 150 children as a minimum for effective play.

Bobbitt: Grand Rapids Survey . . . 1,000 square feet per child in average daily attendance.

Jones: Rockford, 1915-1926 Report . . . 100 square feet per capita.

Strayer: Building Score Card . . . 100 square feet per child of possible enrollment.

Strayer, Englehardt, and Hart: Omaha Survey . . . 100 square feet per child of maximum enrollment.

Terman: Denver Survey . . . 100 square feet for child enrolled.

Terman: Salt Lake City Survey . . . 200 square feet for each child in cities no more crowded than Salt Lake City.

Curtis: Reorganized School Playground, United States Bureau of Education, Bulletin No. 40, 1913 . . . Each school should have one block of ground in most cities. (Two acre blocks insufficient.)

Strayer: Score Card for Rural School Plant . . . 3 acres.

Strayer: Building Score Card . . . 5 to 12 acres for high school and junior high school.

Curtis: Reorganized School Playground, United States Bureau of Education, Bulletin No. 30, 1913 . . . 10 acres for a city high school.

The Recreation Congress of the Playground and Recreation Association of America in 1923 suggested as a standard towards which communities should work a minimum total area of eight acres for an elementary school, including the land on which the school is located.

These varying proposed standards leaves one

uncertain as to what a fairly adequate play space for any particular elementary school in an average city may be. It is very doubtful that a densely populated city would ever attempt to provide playgrounds of the sizes suggested in the higher, or even in the medium, standards proposed, and the question may be raised whether the amount of space recommended is actually needed for elementary schools.

Considerations Involved

The question of play space for an elementary school obviously involves consideration of:

- a. The school enrollment
- b. The probable percentage of this enrollment that would be at play at any one time
- c. The types of plays and games essential for children of the ages involved
- d. The space needed for a given type of activity
- e. Ways and means of utilizing space to maximum advantage

a. As to the number of Children Enrolled

It is obvious that a standard for a school playground cannot be set simply upon a school unit basis. Large schools will require more space than small schools. It is obvious, also, that a standard for a school playground cannot be fixed on the basis of a certain number of square feet per pupil. Small schools require relatively larger space per pupil. The larger the area the wider the range for any individual child, and the more readily does the space lend itself to divisions and the organization of activities.

Moreover, if children are to play modified ball games which, it has been suggested, are an essential type of activity for children in the intermediate grades (not to mention regular ball games, as baseball and football) a minimum area of 10,000 square feet or, say, a space 100' x 100' or 80' x 125' is desirable. This would be true of a small school of only 20 or 30 children, in which case the area per child would be from 333 to 500 square feet, which far exceeds most of the standards proposed above.

b. As to the Probable Percentage of the Children at Play at the Same Time:

Rowland Haynes found in Cleveland that

approximately 62½ per cent. of children, ages four to five, would be playing at any one time; 75 per cent. for ages six to ten, and 62½ per cent. for ages eleven to fourteen; or one may say approximately 66⅔ per cent. of the children of the elementary school grades might be playing at any one time.

These estimates are for children playing spontaneously. One might object that organized play would require that all children be playing at the same time. In that case, however, there would be a greater economy of space. According to Haynes, only about half as much space is required for organized and supervised play as for unorganized and unsupervised play.

William Stecher at Philadelphia found that in the case of an elementary school $\frac{1}{3}$ of the children were likely to be idle, while $\frac{2}{3}$ were playing. From both these findings we might conclude that under a system of free play the standard need provide for only $\frac{2}{3}$ of the children enrolled.

c. As to Types of Plays and Games Essential for Children of the Ages Involved

These have been specifically mentioned under "1. Plays and Games That Every Boy and Girl Should Know." It remains to discuss the amount of space needed for these plays and games in the immediately succeeding paragraphs.

d. As to the Space Needed for a Given Type of Activity:

All the plays and games specifically mentioned under "1. Plays and Games That Every Boy and Girl Should Know," *excepting modified ball games*, are quite economical of space. They require, on the average, not more than 40 square feet per child. The traditional games of skill too commonly neglected (such as marbles, jackstones, tops, jump-rope, hop-scotch) are of great interest and value when organized in tournaments and require even less space. Miss Jessie Bancroft in New York lists scores of games that can be played by 30 to 40 (and sometimes more) children in a large schoolroom or indoor playroom.

In a study of the amount of space needed for different types of games including allowance for margins and space between groups, Dr. Stecher at Philadelphia estimated as follows:

<i>Types of Play</i>	<i>No. players</i>	<i>Square feet per player</i>	<i>Total space</i>
<i>Group I</i>			
Ring games	35	18	630
Tag games	35	40	1,400
Play apparatus	20	40	800
<i>Group II</i>			
Dodge ball	35	50	1,750
Volley ball	20	80	1,600
<i>Group III</i>			
Playground ball	20	245	4,900
Basketball	10	400	4,000

The games under Group I require on the average only 31 square feet per player. But these games, together with the traditional games of skill of hand and of foot mentioned under Group I, which are also economical of space, include the most important types of play mentioned for children from the kindergarten to the fourth grade.

If we add the games under Group II, which are also desirable and especially so for children in the fifth and sixth grades the average space needed per child is 49 square feet. If we include playground ball we have the most important types of play mentioned for children up to the sixth grade. The average space demanded in that case would be 37 square feet per player. The space required for the games under Group III is 296 square feet, and for all three groups 86 square feet per child.

It will be noted that the games which on the whole might be omitted with the least detriment to the child of this period are the most extravagant in their requirements for space.

Harry Clarke, of Winnetka, Illinois, gives the following estimate of space needed for play apparatus:

	<i>No. of players</i>
Sliding board—6 x 24'.....	12
Six-swing frame—25 x 32'.....	12
Giant stride—a circle 27' in diameter.....	16
Parallel bars—6 x 18'.....	—
Vaulting buck—6 x 12'.....	—
4-Board See-Saw—300 square feet.....	16
Jumping pit—8 x 30'.....	12
Junglegym—20 x 34'.....	—
Gymnastic frame—17 x 60'.....	—

Adding $\frac{1}{2}$ of actual playing space for margins, these activities require 42 square feet per child, which approximates the space suggested by Mr. Stecher for play apparatus.

Mr. Clarke also gives an estimate for the three following games:

Volley ball	112 sq. ft. per player
Playground ball	270 sq. ft. per player
Basketball	360 sq. ft. per player

The average for those three games is 225 square feet per player.

Summarizing to this point:

1. Play space should be adequate for the essential types of activity as outlined under I.

2. A standard may not be based consistently on a school unit or on a per pupil basis.

3. The standards generally proposed are beyond the means of most cities to provide.

4. There is need of some minimum standard based on a sliding scale that may be applied consistently to any public elementary school. Such a standard is proposed as follows:

For an elementary school of less than 100 children—10,000 sq. ft. or say a space of 100 x 80'. For each additional 100 children or fraction thereof, 4,000 square feet should be added. Thus for a school of 100 pupils there should be a space, exclusive of buildings, of 14,000 square feet, etc.

(See Table I, next page)

For a Junior High School, the minimum standard should be 50,000 sq. ft. for less than 100 pupils; 54,000 for 100 and less than 200 pupils; 58,000 for 200 and less than 300 pupils; and so on.

This standard may be represented in tabular form as in Table II.

An examination of the tables discloses a gradual diminution of the number of square feet of play space per child from the lower to the higher enrollment. This is consistent with the conclusion previously mentioned, namely, that small schools need relatively larger play area than large schools, and the larger the area the more readily does it lend itself to divisions and to organization of activities.

Comparing the figures previously given with respect to the space required for a given activity, it will be seen that the standard would provide fair opportunity for all the plays and games mentioned under I, excepting the modified ball games. Would it be possible under this standard to provide adequate opportunity for the modified ball games also? This may be accomplished if the play space is used to maximum advantage. Several ways of doing this are suggested.

e. Ways and Means of Utilizing Play Space to Maximum Advantage

(1) The playground may be in continual use throughout the school day. Under this plan the yard may be used by successive groups of children, as in the now familiar "platoon" system.

(2) A simpler method which required practically no reorganization of the school as a whole, would be for each room or grade or "group," as

TABLE I

No. Children *Jr. High	Less than										
	100	100	200	300	400	500	600	700	800	900	1,000
50,000	54,000	58,000	62,000	66,000	70,000	74,000	78,000	82,000	86,000	90,000	90,000
Median enroll....	150	250	350	450	550	650	750	850	950		1,050
No. sq. ft. per pupil based on med. enroll	360	232	148	146	127	113	104	96	90		85
$\frac{2}{3}$ of med. enrollment	100	144	232	300	366	432	500	566	632		700
No. sq. ft. per pupil based on $\frac{2}{3}$ of median for each division	540	349	267	220	191	171	156	144	136		128

*Not discussed in this paper.

TABLE II

No. Children	Less than										
	100	100	200	300	400	500	600	700	800	900	1,000
Space in sq. ft....	14,000	22,000									
Grs. K-VI	10,000	18,000	26,000	30,000	34,000	42,000	46,000				
Median Enrollment	150	250	350	450	550	650	750	850	950	50,000	1,050
No. sq. ft. per pupil based on med. enroll	90	72	62	57	54	51	50	49	48		47
$\frac{2}{3}$ of median enrollment	100	166	232	300	366	432	500	566	632		700
No. sq. ft. per pupil based on $\frac{2}{3}$ of median for each division	140	108	94	86	81	78	76	74	72		71

suggested below, to have its open-air period by itself.

Two common objections to this method of using the playground should be answered.

One objection is that the recess is for the purpose of relaxation and recovery from fatigue of school work and therefore should come at the period of school session when most needed for relaxation. To this objection it may be answered that actual fatigue from school work in the elementary grades is negligible. What seems to be fatigue is due to lack of interest and ennui or boredom. Physiologically the effects of play activity are practically as favorable at one period of the school day as at another.

Another objection is that the noise of the children out at play disturbs the quiet of the other rooms and interferes with the study of other children. This is, without doubt, a matter of learning or habit and the children may become readily accustomed to whatever noise is necessary.*

c. Regular baseball and football are so exacting in the matter of space that it is quite out of the question for cities in this generation generally to

*On this point H. P. Clarke says: "We have proved this in our school when space is limited. When we started (10 years ago) we had continual and strenuous objections from teachers. Such objections are now unheard of, in spite of the fact that we have almost continual use of space adjacent to and in sight of classrooms."

adopt standards of school playground space adequate for those grades, but the methods of utilizing the play space mentioned above would make it possible to provide for the modified ball games which, as has been said, are essential for children in the fifth and sixth grades. For children of the ages involved, the modified games meet every essential, if indeed they are not even better at this period than the regular forms. These modified ball games can be provided, as follows:

(1) By after school play when the whole space may be devoted to ball

(2) Alternate recess periods

Let us illustrate with respect to a school with an enrollment of 840 children in the kindergarten and first six grades. The approximate enrollment by grades will be as follows:

SCHOOL OF 840 PUPILS

Group	Approximate Distribution by Grades	Pupils by Groups	Total No. of Pupils	Space Required
I.	{ K 50 II 200 III 140	{ 250 390		42,000 sq. ft.
II.	{ III 130 IV 120	{ 390 432	840	or 185' x 230'
III.	{ V 110 VI 90	{ 200 200		(approximately)

A suggested schedule for play periods follows:

PLAY SPACE

GROUP PLAY PERIODS

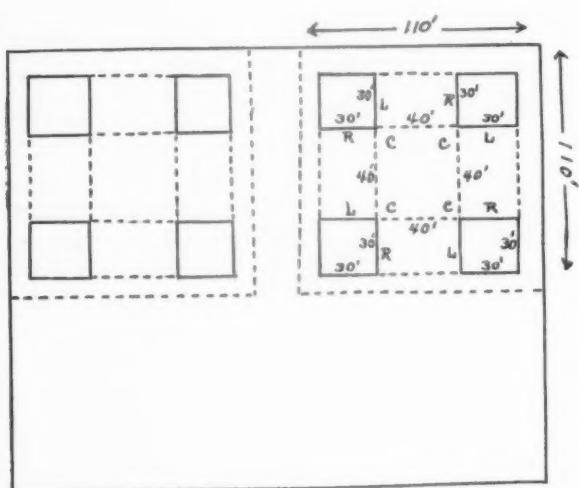
Group	Hour	Length of Period
	1	2
I	10:00	1/4 hour—(1/2 hour)
II	10:30	1/4 hour—(1/2 hour)
III	11:00	1/4 hour—(1/2 hour)
I	1:30	1/4 hour—(1/2 hour)
II	2:00	1/4 hour—(1/2 hour)
III	2:30	1/4 hour—(1/2 hour)
Voluntary period after school	3:00	1/2 hour—(1 hour)

In a school of 840 pupils, including Kindergarten to Grade VI, there would be approximately 200 children in the fifth and sixth grades. As an extreme case, suppose it were necessary or desirable for all these children, boys and girls, to play ball at the same time. To do this would require space for eleven ball games. The standard field for playground ball is 60' x 70' or 4,200 square feet. To this must be added not less than five lineal feet in each direction for margins. The playground space of 42,000 square feet minus the space needed for play apparatus and margins could not provide adequate room for eleven teams playing at once.

1. Varying, of course, according to the school session in vogue
2. Varying according to general time schedule in vogue

There is, however, a possibility of providing for modified baseball adequate to all needs. Let the following represent the play area of 43,000 square feet, as follows:

Unencumbered Play Area
230' x 185'



The above diagram suggests an economical provision for playground ball by means of interlocking outfields. Two fields, 110' x 110', are laid out. Four diamonds with 30' base lines are

laid out in each five feet from edge of the field as indicated. This leaves a distance of 40' between diamonds and a square 40' x 40' for interlocking centerfields, and four rectangles 30' x 40' for right and left fields. The shortest distance from the batter's position to another diamond is 70'. Thus we have eight playground ball fields, each with a play space of 75' x 75'. This is slightly larger than the field suggested by Stecher.

With eight diamonds thus laid out there remains a free space of 10' x 110' between the two major fields and another space 75' x 230' for play apparatus and various other games.

These eight diamonds would provide opportunity in a single play period each school day for 40 games of ball a week. It would be possible for twelve ball teams to have a play period each, three times a week, and four periods every third week. For example, if children are divided into groups of four teams designated respectively A, B, C, such a schedule as the following might be run:

	M	T	W	T	F
Field I	A	C	B	A	C
Field II	B	A	C	B	A

Football. In the football season there would be plenty of room for modified football games which take only about three-quarters as much space as modified baseball.

Tennis. Another game of very great value, if not absolutely essential, is tennis. Tennis, like ball, is too extravagant of space to be provided for in ordinary school playgrounds, but there is a way out. Tennis has been modified into a most acceptable substitute, namely, paddle tennis, which gives to children practically all the developmental advantages of regular tennis. This game may be played on about one-quarter of the space required for regular tennis.

In the illustration given of the school of 840 children, which suggests how four teams might enjoy playground ball at once on the space available, something like 6,250 square feet remain for other use, or a space of 125' x 50'. This could easily provide four paddle tennis courts over and above the space of, say, 2,000 square feet for fixed apparatus. These four courts could provide tennis for sixteen players in hour periods or thirty-two players in half hour periods.

It is not claimed at all that the standard proposed will provide all the play space that could be desired for elementary schools. It is a mini-

III. THE APPLICATION OF THIS STANDARD TO THE SEVERAL SCHOOLS OF XVILLE:

School	No. of Pupils	Present Space	Play Area Needed	Approximate Dimensions	Approximate Additional Space Required
K to GVI					
I.	306	4,500	22,000	180' x 125'	17,500 sq. ft.
II.	246		22,000	180' x 125'	22,000 "
III.	356	7,200	22,000	180' x 125'	14,800 "
IV.	138	10,000	14,000	140' x 100'	4,000 "
V.	467	11,000	26,000	180' x 150'	15,000 "
VI.	162	8,000	14,000	140' x 100'	6,000 "
VII.	268	15,000	18,000	150' x 120'	3,000 "
VIII.	371	6,600	22,000	180' x 125'	15,000 "
IX.	849	7,180	42,000	225' x 180'	34,850 "
X.	594		30,000	200' x 150'	30,000 "
XI.	107	13,650	14,000	140' x 100'	
XII.	254		18,000	150' x 120'	18,000 "
XIII.	430	13,561	26,000	180' x 150'	13,000 "
XIV.	181	8,154	14,000	140' x 100'	6,000 "
XV.	436	27,000	26,000		
XVI.	431	3,400	26,000	180' x 150'	21,000 "
XVII.	505	20,291	30,000	200' x 150'	10,000 "
XVIII.	496	36,000	26,000	180' x 150'	
XIX.	269	15,298	18,000	150' x 120'	3,000 "
XX.	262		18,000	150' x 120'	
XXI.	617	61,375?	34,000	200' x 170'	?
XXII.	543	?	30,000	200' x 150'	?
XXIII.	756	?	38,000	200' x 190'	?
XXIV.	510	11,500	30,000	200' x 150'	18,500 "
XXV.	75	?	10,000	100' x 100'	?

mum standard but as such it will meet well the essential needs of children from the kindergarten

to the sixth grade. In cities where a more generous standard can well be adopted the following still moderate standards are suggested:

(See Table III)



PLAY THAT CALLS FOR A GOOD EYE AND A STEADY HAND

TABLE III

No. children	Less than										
	100	100	200	300	400	500	600	700	800	900	10000
Space in sq. ft. Grs. K-VI	10000	15000	20000	25000	30000	35000	40000	45000	50000	55000	60000
Median Enrollment		150	250	350	450	550	650	750	850	950	1050
No. sq. ft. per pupil based on med. enroll.		100	100	83	77	70	67	64	62	61	60
$\frac{2}{3}$ of median enrollment		100	166	232	300	366	432	500	566	632	700
No. sq. ft. per pupil based on $\frac{2}{3}$ of med. for each division		100	80	71	66	63	61	60	58	57	57
No. children	Less than										
	100	100	200	300	400	500	600	700	800	900	10000
Space in sq. ft. Grs. K-VI	15000	20000	25000	30000	35000	40000	45000	50000	55000	60000	65000
Jr. High*	50000	55000	60000	65000	70000	75000	80000	85000	90000	95000	100000
Median Enrollment	50	150	250	350	450	550	650	750	850	950	1050
No. sq. ft. based on $\frac{2}{3}$ enroll.		133	100	80	77	72	69	66	64	63	61
$\frac{2}{3}$ of med. Enrollment		100	166	232	300	366	432	500	566	632	700
No. sq. ft. per pupil based on $\frac{2}{3}$ of med. for each division		200	150	129	116	109	104	100	97	94	92

*Not discussed in this paper.



AT PONTIAC, MICHIGAN

Pontiac's Municipal Bathing Beach

Although Pontiac's swimming beach is located in a county which boasts of over 400 lakes, it is fast becoming one of the most popular beaches in the country. In the first month of its use during 1926 there was a total attendance of 11,740. An admission fee is charged of 10c to adults and 5c to children. This revenue is going far toward making the beach self supporting. This year a new pier, dock, diving board and steel board have been added to the equipment. The Red Cross has supplied silent life buoys to mark the danger zone and it is hoped soon to install a water slide and merry-go-round.

At the present time thirteen classes are being conducted, composed of Boy Scouts, Girl Scouts, Campfire girls and Red Cross life saving groups. A two-weeks "learn to swim" competition has just been completed in which about 250 playground children learned to swim. The City furnished transportation every day from the playgrounds to the beach.

Abraham Lincoln was passionately fond of music. He would very often cancel important engagements in order to attend a concert. As far as it is known, he did not have the advantage of a technical training in music, so that, for the most part, he had to enjoy it as a listener.

Recently, in the second volume of Sandburg's "Lincoln and the Prairies"—I found this statement which is interesting:

On one of his journeys to the next town for the debate with Douglas, he picked out of his pocket a little harmonica and played upon it, seeming to get happiness in the playing thereon. Someone remarked about his playing on the harmonica, and this is his reply:

"This is my band; Douglas had a brass band with him in Peoria, but this will do for me."

It seems that our great President found in the little harmonica his only method of expression musically. And as one has in mind the picture of his loneliness, I have no doubt that he would pick up the harmonica and play as a means of self amusement, and to forget, perhaps, the tragedy that was his.

C. H. ENGLISH

Recreation on the World's Greatest Ship

By

CLAUDE C. CORNWALL

Recreation Director on the SS. Leviathan

"All ashore who's goin' ashore," shout the Bell Boys. The bugle sounds warning; the siren shrieks; the band plays, as an army of five thousand visitors squeeze their way to the waiting gang-plank. They want to stay on this great ship until the last moment, some to bid a parting farewell to friends, others just for the thrill of it. "Last Call!" warn the Bell Boys and the last few lingerers run to the dock. Up goes the gang-plank and the doors are made secure. The giant liner is sealed for its long journey.



A POPULAR BALL GAME ON THE LEVIATHAN

"We have a regular little city of our own," some say as they contemplate a group of three thousand people enclosed for the next five days in this floating home. Some look anxiously back until the last glimpse of land has faded, then all turn their attention to unpacking baggage, securing places in the dining room, getting deck chairs, or touring the ship.

Then morning comes. Breakfast is over; what to do? Walk around the deck (4½ times round is a mile)—everyone is supposed to do that. But we get only half way; here is a crowd on B deck aft watching a game. "They're playing golf," says one. "Golf on a ship, how?" And all stand by and watch a game of Angell Golf on a putting green—a new and fascinating game invented by

Dr. Emmett D. Angell. "Want to play?" asks a genial young man handing out a putter and golf ball, "You're next" and pair by pair or sometimes in fours they take turns on the four putting greens provided. This introduction to the game is sufficient; the putting greens are busy all day. "Better improve your stroke," suggests the recreation director. "There's to be a tournament Thursday" and he then announces the rules of the contest. "Sign me up," says one, "I just made a two."

"Do they play this in Second Class?" asks a passenger. "There are four recreation centers on this ship," explains the recreation director. "First Class, Second, Tourist Cabin and Third. All play golf and other organized games as you shall see later on."

In a few minutes passengers in First and Second are attracted by shouts and laughter and they look over the railing at a crowd of happy young men and women who are throwing and catching a large cage ball. The recreation director is shout-



"SHE WAS JUST A SAILOR'S SWEETHEART"

ing, "Catch it, don't bat it." All are laughing as a fat man tries to hold to the ball. "Now lock arms in two's," says the director and soon two long lines are formed. "Separate the lines and we'll have two teams. We'll call this the Sharks and that the Whales." Then starts the contest. Cage Ball Relay, Bend Stretch Relay, Punch and Guard and such games are played by the crowd.

"They are having more fun down there in Third than we are up here," says a First Class passenger, as he watches the lines melt into two concentric circles. "What is it they are doing?" asks a second class passenger. "It's clog dancing or Irish Lilt or some such, or maybe it's the Charleston," guesses another, as the happy group dance themselves almost to the point of breathlessness. "That's all for today—more tomorrow," says the director as he gathers up the cage balls and climbs over the rail to second class amid the applause and shouts of "Hurry back" from the pleased passengers.

"Gather 'round now, Second Class!" says this genius of sport, and soon another smiling crowd has assembled on C deck. We won't have the same games here, but some a lot better," says the director, with a twinkle in his eye. It isn't long before this group have forgotten that they are on the sea, as they play Cage Ball Volley, Grabit, Shuffle Step or do a Cook's Tour Race. "Enough for today," says the director, "we mustn't take it too strenuously at first," and with a shower of applause as his reward, he mounts the stairway to First Class.

By this time a crowd has gathered round the sport area. Some are golfing, others doing deck tennis, and a few who have been to sea before are playing Shuffle Board, Bull Board, or Ring Quoits.

"All come out for baseball," says the director, "gather 'round on the A deck diamond." "How can they play baseball on the ship?" asks a curious one, but he is soon to discover. The director brings out from his chest (on shipboard a box locker is called a chest) an 18" cage ball. He chalks out the bases and a pitcher's box on a space about 30 by 40 feet which is inclosed with rope netting. "Throw the ball around and get used to it," he suggests and soon a circle is formed and a game of pitch and catch ensues. "Now we'll form two teams. Will these two young ladies choose sides?" and soon the game is ready.

"The batter kicks with the side of his or her foot; after that rules are the same as in regular baseball except that there is no catcher and the players running home may be put out by being hit with the ball," explains the director. "Batter up," and the game is on. After five innings the rules are pretty well understood, then four or more captains are selected to form teams for the league. There are the Lobsters, Clams, Oysters and Crabs, all vying with each other to secure the Mid-Atlantic Championship medals. The first series of games is played. "Bring your teams out again

tomorrow for the second round," says the director, and all are agreed.

The siren shrieks a wild wail; it is noon; a group of happy voyagers with the ocean breeze forced into their lungs and with glowing cheeks go down to their staterooms for an honest wash-up for lunch. They are ready with appetites keen. This is buoyant, happy, recreational health. But what is this group? All of the children are in a line and following each other in a vaulting ride over a 30" cage ball. They are taking their turns at the nod of the director (some are struggling with this "turn" part—but they're learning). Now they've changed the game to Bean Bag Toss; now it's "London Bridge," but all must return to the cage ball ride, they like that best of all. On Saturday afternoon they are going to have a party.

Afternoon finds the recreation director in Third Class. Few of this group speak English. He is playing catch with two passengers, using a cage ball. They then understand a ball. (You can get a ball out in any language and it will be understood.) One by one he adds to the group by tossing the ball to an interested bystander who returns it and then joins the circle. One man throws the ball across the circle. It strikes another man and knocks his hat off. All laugh (the ice is breaking). The man hit picks up the ball and revenges and soon all are into the game of "I hit you." This seems to be great fun. It is rough but that is what they like. The recreation director seizes the ball and goes to center of the circle. "Now we'll make a game," he says in his best "Esperanto" and Grabit is the game. "Don't let me get the ball," he shouts and the large canvas covered sphere is tossed around the circle out of his way. But he soon secures it and then explains that the last one who touches the ball is 'It.' This game is much enjoyed by the men.

Then the director chalks two long lines on the deck and divides the group. "Toe this line," he says, "like me," and soon others are recruited and two long lines are formed. "Cage Ball Round Relay," or Leap Frog over the ball is played. He must use simple games with few rules. He has succeeded; the group is enjoying itself. "Now it is the women's turn," he invites; and places two long benches on the deck facing each other. The women are seated on the benches. After playing catch for a few minutes to "catch" the crowd, they play Punch and Guard. The women and men play better separately in these physical games, and unless the crowd is somewhat congenially grouped it is difficult to promote much sociability.



IMPROVING STROKES FOR THE TOURNAMENT

On one trip, however, a group of Scotch people delighted the crowd with folk dances. One more man was needed to complete the sets so the recreation director was pressed into service and pleased both spectators and participants by showing his disability to dance the Scotch reel.

But we must hurry back to First Class. It is Golf Tournament Day. Entries are being taken for the contest. The director has formed a Golf Committee who "do the work." He needs only to be there to create morale and to start things off. There is value in these contests for both player and spectators. All the afternoon crowds hang around to see who has the lowest score—bronze medals are presented to the winners—and to see who will qualify for the match play tournament tomorrow.

The sun has gone down like a ball of fire buried in the placid sea. It is growing dark. On the after deck the passengers are crowding into the benches, deck chairs or on the rigging and rails. At the piano in the center of the group the accompanist is playing an introduction to old familiar songs. Song folders from Community Service are

distributed and the recreation director is leading an informal community sing. Passengers looking through the books call for their favorite numbers. One man from the South wants *Dixie*, another *Follow the Swallow*. A harmonizing group call for *My Bonnie* or *Sweet Adeline*. A happy atmosphere has been created. Then the director takes the reins in his hands firmly and *Mistress Shady*, *Emperor Napoleon*, *Spreading Chestnut Tree* and other fun makers add to the hilarity. He creates rivalry between groups with, *Good Evening Mr. Pal* or *Ham and Eggs*, and soon there are "smiles just as broad as mine" on the faces of everyone.

"Now make yourselves comfortable," shouts the director through his megaphone, "and we shall be entertained by some of the college music groups, then we are to have a musical comedy which was written today on the ship." It is soon evident that the afternoon rehearsals have not been wasted, for a clever act is presented. It is called "She Was Just a Sailor's Sweetheart." The sailor it seems has a sweetheart in every port. But after she has accepted his attentions, danced for him and sung

to him in manner characteristic of her nationality, he goes off to another port and forgets all about her. The next evening there will be another show, "A Lass in Alaska," which is now in process of rehearsal. All will be surprised to see the dog teams drawing sleds (deck chairs) over the frozen Northland. The Avalanche (of pillows) which buries the hero, his rescue by the faithful dogs, and the discovery of gold will lend a thrill to be exceeded only by the aeroplane scene when the hero arrives (by rope from the mast) just in time to save his sweetheart from the villain.

The melody of *Till We Meet Again* rings clearly and harmoniously from the mass of twelve hundred voices, then *Good Night, Ladies* and a happy crowd slowly wanders back to staterooms, or to dance on the deck or to look at the moon, lingering here and there to visit a bit with groups who were strangers the day before but who are now fast growing into good friends. They have learned how to enjoy living together.

A Wading Pool Carnival

One of the most interesting events on the summer playgrounds in Memphis was a wading pool carnival. In preparation for the event attractive posters were made and displayed on the playground and in the neighborhood announcing the events and inviting the children to register at once. From that time on ship-building became one of the main occupations on the playground. Some of the boats were made from cigar boxes, some from stray pieces of wood and others from material bought especially for the purpose.

It was not necessary, however, to be a ship builder in order to take part in the carnival, for among the events scheduled were the following:

1. *Sand Modeling Contest*: Each child taking part shall be allotted a certain portion of sand and asked to model the object he has practiced making on the playground. At the end of a given time, the judges award honors for the three best specimens.

2. *Boat Races*: Four classes of boats:

1. Plain wooden boats
2. Sailing boats
3. Power boats (boats that wind up)
4. Boats built by the children at home or on the playground.

(If there are many entrants, the races shall be run in heats, according to weight, size and style

of boat—then the winners of each heat line up for finals.)

3. *Parade of Home-made Boats All Around the Pool*: First, second and third honors given. The contestants for honors shall be classified into two different groups, according to whether the boats are built by the children or built with father, uncle or grandpa taking a hand.

Races and stunts were planned for everybody. A potato race, always exciting on land, has an even greater thrill in the water where it is played with floating wooden potatoes painted different colors.

Creating New Facilities in Columbus, Georgia

With the approval of the City Manager, a large room in the basement of the Municipal Building, directly under the offices of the Recreation Department, has been cleaned up, the floors leveled, the walls whitewashed and other repairs made to convert this space into a splendid game room for the rainy-day activities of the Courthouse Playground and for some of the handcraft program and other activities which cannot advantageously be carried on out of doors. This room, which has not been used for thirty years, will now play an important part in the recreation program.

Another project of the Recreation Department is the clearing up of the central island in the old lake, at Wildwood Park. A pit has been dug to be used for "wiener" roasts and a place provided for bonfires. Seats have been placed among the trees. A large open space has been created and some dead trees removed to provide a place for games and contests. It is planned to use this island for picnic groups and social parties. No one will be permitted to use this island, however, without written permission from the office of Recreation. The island is easily accessible from any point in the City and has already been used for several groups as the objective for hikes and for evening parties and game nights.

The cooperation of the Industrial High School has meant much to the Department of Recreation. The boys from the electrical classes have installed new wiring and fixtures in one of the playground field houses; the machine shop department has constructed five portable showers which are operated by members of the Fire Department.

Finding unused resources and making them available for the community is a part of the service work of a city's Recreation Department.

Personality and Play

By

J. C. WALSH

What Dr. Lee says about the basis of recreational activity comes as a wholesome reminder of some fundamentals of which even those engaged in community and recreation service may lose sight now and then. He is profoundly right in placing work as the best of all forms of recreation. And he is also right in recognizing that, unfortunately, it is not open to most of us to choose the work which will afford the kind of satisfaction we crave. It seems to me that in their relations with the growing boy, especially, community workers ought to be on their guard against allowing it to be thought that no matter at what one spends the working hours perfect satisfaction can be found in the use of the hours after work. Blessed is the boy who finds his work. That being so, it is important to encourage him to seek the kind of work in which he can nourish his soul.

Once I had the good fortune to know rather well a man who was a great railroad builder. He was celebrated among his associates for being, apparently, impervious to fatigue. He used to say that, especially when travelling, it was a shame to waste the hours of the night, when one was free to do so much, by sleeping. Yet, he remarked to me once that he had never done a day's work in his life since he stopped sawing wood for his father. All else had had for him the enjoyment of a game. His recreation was on the same colossal scale as his work. His home was a great art gallery and he painted pictures himself. He spent his nights in making drawings of his collection of ceramics, true to the colors of the originals. He had a farm by the sea, where the animals were almost trained, so far did he carry the idea of experimentation. In the West he had a wheat farm of many thousand acres. To none of these interests, he always felt, could he give the time he would like to, and he hungered for the day when he would be free to do so.

At last the day came when he resigned his office, and turned his steps homeward to grapple with the things which really interested him. As he came to his door—so he told a friend of mine—he stopped, frightened, for it came to him suddenly that he was not interested at all in the treasures it contained. He went in, and following estab-

lished habit, sat down before the portrait of a long-dead admiral, from which he used to seek inspiration when he had a difficult problem. Even Van Tromp failed him this time. So he decided he was tired, and went down to his farm by the sea. To his horror, he found the farm problems no longer interested him. Then he went to his great wheat farm, but stayed only a day. Finally he said, "Well, I'll go over the road again, have a look at the things that were worth doing, and meet the men who helped me do them." By the time he got to the coast he realized that no one was any longer interested in him; all were now looking to his successor. On his way back he saw a stray paragraph which suggested the need of a new railroad in a far off land. At once he decided to build it, and he did build it. His interest in his hobbies came back at once. The portrait of Van Tromp again became his crony. But the wound was deep. He used to tell himself, and once he told me, that he stuck to these things only for the sake of the little boy, his grandson. His real play, until the reaper called the game, was in scheming to improve the earning curves in the reports of his new railroad, which incidentally provided him with some new hobbies.

To my mind, a good play director should minister constantly to the need of every boy to live his own life in the sense of finding the work he will enjoy doing. That involves the Morley formula for living, to be, to do, and to do without, this latter being the one controllable agent for making the other two possible. Dr. Lee's point, well taken, is that for many such a life is still not possible, since machines must be tended, and that without recreation in some way suitable, the victims will physically and spiritually starve.

They who have bows stretch them at such times as they wish to use them, and when they have finished using them, they relax them again; for if they were stretched tight always, they would break So also is the state of man; if he should always be in earnest and not relax himself for sport at the due time, he would either go mad or be struck with a stupor.

—HERODOTUS

What a Board Member Can Do*

By

MRS. W. H. MARSTON,

President, Berkeley Playground Commission

A Board member needs first to become a full convert to the belief in wholesome amusement and recreation for all; to be alert in daily reading and daily walks of life to observe local needs; to make quiet methodical surveys of undeveloped opportunities; to store these up in memory and talk them over with friends, and to discuss the general methods of securing those successes observed in other places. Of one board of five members newly appointed, there was a time when four of them were scattered, one in Holland, one in the eastern part of our country, one north and one south, on business. Yet they every one were looking for instructive material for self education in recreation, and they secured it, too. When they all met again, the Recreation idea was completely sold to them, both by what they had found and what they discovered was lacking.

To create a friendly attitude of the public toward securing recreational opportunities, to influence public opinion to demand public playgrounds; to work for larger development of school lands and a full cooperation with the school authorities; to secure freer use of school gymnasiums and other school facilities for children, youth, and adult for Recreation in all its branches—this is what board members can do.

The greatest move and the hardest, is to so represent our conviction of the necessity for adequate supervision, leadership and service, to our city officials first, and later to our public, that our vision and our work shall blossom as the rose, and we shall have something to which we may point with pride, as an asset to our city, and an attraction to the homeseeker.

We initiate publicity through material and literature distribution; we spend hours persuading editors that this is news of general public interest and not paid advertising matter. Programs annually in Parent Teacher Associations and other welfare associations—this, too, is our work. We scorn not the humble scrap book for reference for appealing to friends and for interesting reports. We are not too modest in sending for government and other bulletins, and when they

come read them with diligence, for we know they are the result of the wide experience of many others, and some we know will need to have this experience passed on to them.

When the recreation program is in full swing, the work of a board member is not done; there is much encouragement needed, a hearty cooperation with the superintendent, and intelligent knowledge of development in different branches, an appreciation of what is being done for advancement in other places and its feasibility for local use. This work is never finished, but once our road bed and rails are well laid, our trains move smoothly to the desired points.

If you think cooperation is not needed, try to run your automobile with only three wheels. It may be done, perhaps, but we will take our automobile with four wheels, if you please. And one shall be the board member, one shall be the recreation force of superintendent and directors, one shall be the city council, and one shall be the school board. With such a machine the public will ride to better and better living, a freer self-expression, a finer group spirit, a happier service in the arena of life.

A board member looks to the superintendent for active direction of plans, and expects from that inner circle of assistants a keen, skilled knowledge and appreciation of playground methods and development. But the board turns its face outward to the public, and stands ready in cooperation with the playground experts to explain needs, to show by comparison what other cities are doing to attract homelovers and make life better worth living; to make clear, especially to taxpayers, how worth while investments of this type are.

Board members form a background for the recreation force, create a place for them, and encourage them in their advancement plans. Board members are themselves the earliest ones to go upon new grounds, to take part in activities of the summer camps and show a democratic spirit of comradeship with citizens appreciative of nature and of sports. These things, too, a board member can do, both because he truly likes to share them with others, and because he likes to do them himself.

He must train himself to be readily adaptable,

*Address given at Recreation Conference—Western Division—Playground and Recreation Association of America, Hotel Del Monte and Historic Monterey, November 16, 17, 18, 1925.

yet always bear in mind the necessary limitations of his field. Constructive criticism is his part, optimistic views, yet balanced carefully by sound sense, and readiness to hear all that may be said against new theories, before settling on a definite program.

The fact that a board member is a citizen of the town, is serving as a civic duty and without financial compensation, gives readier credence to his views when with his neighbors. This it is that lays on him the responsibility of carrying the message to the public, that the children and the youth of today may face toward the sunshine of life.

Because he is often misunderstood, sometimes wilfully so, a board member has need of a creed to hold fast, for help, and faith, and courage, and here it is:

"But Once"

"I shall pass through this world but once. Any good, therefore, that I can do or any kindness that I can show to any human being, let me do it now. Let me not defer nor neglect it, for I shall not pass this way again."

The Harmon Foundation Makes Its Report

A report of the Harmon Foundation 1924-26 reviews in detail the work of its four divisions—Playgrounds, Student Loans, Awards for Constructive and Creative Achievement and Social Research and Experimentation. The report frankly admits the pioneering character of the work being done, analyzes the success and failures and asks the cooperation of the public in its service program.

Through the Division of Playgrounds, the report states, 77 play and recreation tracts bearing the name of Harmon Field or some similar designation have been established through the provision of financial assistance or through efforts to get others to establish playgrounds. The various offers which have been put into effect are outlined in the report and information is given regarding each playground secured. Summaries and tables are presented which make the work of the division in helping communities secure permanent playground sites concrete and graphic.

The Division of Student Loans has given 56 educational institutions student loan appropriations of \$1,000 or multiples thereof for one or more

years. On February 15, 1926, loans had been granted 1,089 students.

The Beautification of Play Areas is one of the projects of the Division of Awards for constructive and creative achievements. This contest is being conducted in cooperation with the Playground and Recreation Association of America. It is the purpose of the contest to determine not which playgrounds are the most beautiful but rather those which have made the greatest advance toward becoming beautiful. Other awards offered are outlined in the report.

Vocational guidance, the production of beautiful motion pictures of religious character as a factor in the enrichment of worship and the promotion of character building through the Knight-hood of Youth programs are among the projects of the Division of Social Research and Experimentation.

Making Casts

A suggestion for young sculptors comes from Edmond Redmond, of Rochester, who writes that an investment of ten cents in paraffin candles and plaster of Paris will help a boy or girl to embark on a career which may develop a sculptor of renown.

The process suggested by Mr. Redmond is as follows:

Pose the subject, whether hand, arm, foot or face of a human being or other object suitable for reproduction by this process. Light the candle and as the wax melts drop it on the model. The wax spreads over the surface, congeals in a few seconds and forms a matrix or intaglio reproducing in reverse every visible feature of the object to be copied. The paraffin melts at such a low temperature that it can be borne without discomfort on the hands and face. When enough of the wax has been dropped on the model to form a shell about one-fourth of an inch in thickness and it is hard enough to bear handling it should be removed from the model and allowed to cool or it may be chilled with cold water. It is then ready for use as a mould into which plaster of Paris or potter's clay can be worked carefully. Permit this to rest for a few minutes. When the filling has set, if it is plaster or cement, it forms a strong copy of the model; if it is clay it can be baked and made indestructible by fire, water or any ordinary agency. If a metal copy of the model is required it can be made by depositing the metal electrically.

Park and Playground Design and Ornament

The problem in park and playground design is to lay out and to maintain parks and playgrounds so that while securing a maximum of use, a maximum of attractiveness will also be created. Beauty is not an ornament added to an object, but an essential part of it. Careful maintenance may create much beauty. The creation of beauty is a continuous process and an ever changing development.

First—How does a landscape architect *not* go about laying out a park?

1. He does not buy a list of plants and then try to find a place in which to plant them.
2. He does not fill a park apparently completely with buildings and artificial ornaments.
3. On the other hand, he does not leave the ground unfurnished and monotonous.
4. He does not neglect the natural beauties of the spot.
5. He does not form a preconceived idea and try to subordinate everything to it.
6. He does not try to work out details before he gets his ensemble.

How does a landscape architect go about laying out a park?

1. He must first familiarize himself with the ground and the general purpose for which it is chosen.
2. Then he will determine what larger areas or masses are to be applied to particular uses, either practical or ornamental. In this he will be guided by the topography and existing places of interest. While every function is dependent upon the topography, certain features, such as lakes, are almost wholly so.

3. He will next select his focal points, that is, his centers of interest or of administration, where he will expect the grouping of the greatest number of people.

4. Having determined his larger masses in a general way, he will lay down the lines of communication, the drives and walks connecting the different masses and centers.

5. Next he will shape his masses into ornamental form either as lawn or plant masses, the lawn masses dominating. Later he will do the same with each minor subdivision. At the same

time he will provide the artificial furnishings but in the same spirit that he locates the plantings and open spaces providing jointly for their best use and ornamental form. So far the design is all in the form of a so-called preliminary plan.

6. Last, he will make working plans for grading, construction, and planting, with specifications as to kind.

It may be well at this point to examine park materials, some of them actual objects but others of them only appearances, some of them necessary features, others ornamental objects only.

1. Fundamental are the ground surfaces having only two dimensions, length and breadth, or some constructed material. All should be simple and of good quality.

2. Then there are those that have depth or height, both utilitarian and ornamental, such as plants, buildings, apparatus, seats, trellises, rocks, vases, statues, ravines, hills.

3. Then there are incidental feature, such as natural or possible outlooks inside or outside the park and those accidental and often beautiful forms that grow up without one's deliberate intent. Here too may be included the form, texture, and color of each object.

Now how is one to arrange his objects so that attractive views will result?

1. The greatest art is found in the simplest forms. The novice does things in a complicated way. The artist works the same objects around and so weaves them together as to make them one simple entity. In park work one's lawn and other similar masses should be big and simple and woven together into one or more simple views. The attractiveness of the bulk of a park is based upon simple central open spaces surrounded by planting or equivalent objects. Each open space constitutes one of the masses that make up the park. While great consideration should be given to the form of such plantations, greater consideration should be given to the form of the open spaces since they are view centers. These may be lawn or water or any other interesting surface.

2. There must be good proportion. A lawn may have a good surface but not a good form. A fine lawn may be weak because not offset by enough planting. A rich development in one por-

*Courtesy of Parks and Recreation.

tion of a park may be spoiled by a cheap one next it.

3. There should continually be variety but not at the expense of the simplicity of the open spaces. The great majority of plantations have this fault. They are placed about a lawn to exhibit their individual beauties without sufficient regard to the mass or group of which they should be a part, either considered as a part of a plant group or the border of an open space. By proper arrangement it is possible even to use a very few kinds of plants and still secure variety which is better than too great variety, but simplicity not offset by variety created by various devices is monotonous.

4. There should be a central focal point in every park that is the center of interest and starting point from which everything proceeds, though in a large park there may be more, with one dominating, as in a city where there is a central business district and then minor districts. It may be the principal object in a given view or may be the viewpoint from which some of the best views can be seen.

5. According to circumstances, emphasis is given to the foreground, middle ground, or background of a picture. For instance, an ocean view without variety needs a developed foreground, while a parkway through an industrial region may be redeemed similarly. A view composed of a variety of elements may be unified by a middle ground, either of lawn, water or low vegetation. A finely developed middle ground like a flower garden needs as fine a background, while a perfectly plain area like a playground can be made interesting with an interesting background.

6. While the greatest dependence for beauty must be upon the ground work indicated above, much interest can be secured by accidental or outside views. An opening in the trees may give a view of an outside mountain or landscape or tower. A tree may be so fine that every resource is called out to exhibit it. A plantation may of itself develop in such a way that it exhibits great beauty so that points of view should be found to take advantage of it without spoiling it.

7. Roads and walks are more than means of intercommunication. They should be continually points of view from which interesting outlooks can be seen. The line of a road or walk should be selected with this double purpose.

What are some of the troubles met in securing beauty in parks? They must be many or general, for few parks have distinctive beauty.

1. Commissions and officials are engrossed with other sides of park creation and operation so that they do not give the matter the attention it deserves.

2. Most people, if untrained, think of details before the ensemble or of details altogether. Consequently many plantings are disreputable. They are inclined, too, to plan to secure accidental features rather than to lay down the solid groundwork and let the accidental features follow.

3. A few people have a clear vision of what is needed, but in their haste to secure the end jump past essentials and secure only messy results.

4. Many believe that beauty is some foreign ornament to be plastered on instead of being an essential part of the object.

5. Lack of the best technical training in other branches of park work brings costly mistakes; with ornament, the penalty is only a mediocre appearance. Consequently every man who knows what he likes thinks himself a landscape architect and competent to secure the best results.

In a recent newspaper article Angelo Patri reminds us of the value of mud pie play. "Dirt won't hurt a child," says Mr. Patri. "It is good for him. Good for him to dig in the earth with the blue sky over him and the green grass under him, his hands busy and his mind at peace. Dress him in a suit of rompers, give him a couple of tin pans and spoons, some fine brown earth, a tin teapot full of water and let him mix his batter. He will need a set of pans to mould his pies, but if he is the right sort he will be able to find what he needs about the house—blackening tin lids, discarded muffin tins, cookie cutters. All else failing, cut a ring off a baking powder tin and use that. You can pinch the ring into fine shapes. It is easy to shape it into an oval and a shamrock, or clover leaf, is a matter of fatherly skill."

"A couple of inverted soap boxes make fine tables and allow the tired pastry maker to rest now and then. Or, turned on the long side, they make good closets to store the finished pies. If there is somebody handy with a hammer and saw a couple of shelves add to the outfit immensely. The girls will like to make newspaper shelf trimming and the boys don't despise it either."

Looking back to our own childhood days of long ago we can recall that mud made an appeal which sand did not have which leaves us to ask the question, "Is there a place for mud pie play on the playground?"

Club Programs*

In the course of a thoughtful paper on club programs presented before the National Federation of Settlements, Henry M. Busch narrated certain club experiences which will repay study and interpretation on the part of recreation workers.

In one of the smaller houses on the lower East Side there is a club of Italian boys about 17 or 18 years old who for a long time had no other interest than playing pool and making themselves nuisances in the house. Leader after leader attempted to get them interested in club activities and introduced dramatics, manual training, first aid, stories, etc., all to no avail. The boys were at first cynical and bored, then critical, and finally so insulting that the leader left discouraged and with a feeling of resentment that those whom he had endeavored to help should have so ungraciously spurned his contribution and his friendship. An old, old story, as many experienced settlement workers can attest.

Finally a leader was secured who based his theory on the principles set forth. For some time he did nothing but play pool with the boys and there were times when he became weary of this, but because he was working on a long-time basis and was not looking for results in one week or one month he stuck to it. He tried time and again to interest the gang in a club organization but to no avail. Occasionally he introduced recreational elements into the program but he never succeeded in getting the group to do more than listen to him as he entertained. Because he was "a regular fellow" and was musical they listened with a show of respect but never did he get the group to assume any of the responsibility for a program.

One night when the crowd came into the game room they found things in disorder. Some of the pool balls had been stolen and the rest had been thrown around, with considerable damage to the club property. Here was the new situation for which Mr. A had been waiting. The gang held a profane but earnest discussion and ways and means of protecting the property of the group came up for consideration.

The house had a work shop in the basement which the club had always scorned to use because they were not interested in the type of manual training with which they had been disgusted in

the schools. But, when, after a time, the leader suggested that the space under the sink made an excellent place in which to build a storage closet the crowd considered it and action was determined upon. Ways and means of securing lumber were discussed and a committee was appointed to go out and bring in some boxes and boards. The crowd then went to the shop and discovered that the tools needed sharpening. This process took all of the first night.

Meanwhile one of the members took the pool balls home for safe keeping. On the second night there was so much argument as to the best way to build the closet that the crowd was willing to listen to Mr. A's suggestion that they sit down and draw plans. They did and under the stimulus of a competent leader they had a great time in doing it and learned something about mechanical drawing. Then they went to work and built the closet.

There were items of business to be transacted in buying the hinges and the lock and though a formal organization did not come out of the business the essentials of organization were all there. The boys had so much fun in working with tools that they cast about for more work to do and at Mr. A's suggestion undertook to repair the broken furniture of the house. The irony of the situation lay in the fact that they had been responsible for a large part of the broken equipment and could never have been forced into repairing it as punishment. They repaired every broken chair and table in the house and immediately set themselves up as guardians of the house equipment, seeing to it that their younger brothers and the members of the younger boys' clubs respected the house property.

By this time they had acquired a wholesome respect for the tall, quiet chap who worked with them and who helped with timely suggestions. When he suggested that they form an organization to help in bits of service to the house they responded. They acted as monitors at the door, and the neighborhood is one in which this represented a real service, and they came out on schedule to help in the conduct of the playground. Then they entered the inter-settlement manual training competition, constructing a model tenement.

They had always been interested in girls and responded when, after one of their discussions

*Courtesy of Bulletin of Boys' Work Committee, National Federation of Settlements.

about the members of a girls' club in the house, Mr. A suggested that they act as hosts at a party to the girls. The business of collecting money for refreshments and for decorations, the planning of the program, the delegation of the hundred and one responsibilities that go with such an important event as entertaining the ladies in style completed the process of welding the gang into a real parliamentary club. The parliamentary procedure was learned, not because somebody thought it should be, but because it was impossible to get anywhere without order; hence the leader's coaching was welcome. The actual decoration of the room took an entire night of the club's time. The party itself was a huge success and was followed shortly by a return party given by the girls.

The leader found many opportunities to coach the boys regarding their obligations to women under such circumstances, and to one who knows the cheap standards of so many of the young people of that district there could be no question but that the actions of the boys towards the girls at the parties more than justified all the time the leader had spent with the club. All sorts of interests grew up. By listening carefully to the street-corner and locker-room conversation, the leader was enabled to keep a close touch on the groups' actual ideas and interests.

The last meeting of the club that I attended was a memorial meeting arranged by the boys in honor of the late Woodrow Wilson. The boys had collected editorials, poems and biographical material which they utilized in making up their program. The only visitors were a club of younger boys and myself but there was an attitude of reverence for the personality of the great American that was encouraging to those who were inclined to think that fineness of character was lost on such boys.

If one were to attempt to evaluate the learnings of this crowd he would be confronted by a difficult task, but it is certain that the finest of these learnings were in the field that we ordinarily call the moral field and they came as incidentals to other learnings. Certain it is that the group learned the care of property, the use of tools, how to plan, how to delegate and accept responsibility, how to work as a group, how to act as hosts, how to look up games in books, how to use the newspapers for program material, how to speak in public on semi-formal occasions, how to utilize parliamentary procedure and how to have good times through their own efforts. That there were other learnings one cannot doubt, but those enu-

merated would alone justify any man's time throughout one winter.

I might also refer to the Second Avenue gang who had a Colgate football star and basketball captain as their adult adviser. Their only interest was basketball, but through their desire to excel they learned how to train and care for their bodies. This was a crowd that never used the shower baths after a game and that had always insisted upon playing in their street clothes. They took up the shower bath habit and set out to get team uniforms. To raise the money they gave a play and in choosing the play, rehearsing, costuming, printing posters and tickets, selling tickets and collecting the money they had a full program for two months. Then a committee investigated the sporting goods world and rendered a report, whereupon the entire club accompanied the committee to the store that they had recommended to supervise personally the purchase of the precious uniforms. Once uniformed, a pride in their organization appeared that made it easier to appeal to them on the basis of clean athletics than had ever before been the case. Signal play superseded the old individualistic play and skill supplanted "rough-house."

I found on a late visit to this club a transformation evident. Furthermore, through their interest in the Colgate team the advisor had been able to open up the whole question of college education, a subject upon which they had never before shown any interest. Whether or not this will eventuate in any of the boys going to college remains to be seen, but their horizons have been widened and they have an appreciation of college life that they could probably have gotten in no other way.

But the concrete accomplishments that stand out after a season's work were the formation of an interested club, the development of a clean, successful team and the filling of evening after evening with activities that were of first importance to the boys, that helped them to accomplish their ends and yet that led them into channels of activity that would probably have remained closed to them, since they would have scorned any direct suggestion from a club leader to engage in dramatic work or to engage in work with tools, such as was necessary in building the stage, making properties and constructing scenery.

I recall the Upper East Side group of older boys who called in Mr. Hayward, the organizer of the Ku Klux Klan; Prof. A. A. Goldenweiser, the prominent anthropologist; Prof. Parker T. Moon, the historian and an eminent Catholic lay-

man, as well as speakers on the Negro question and immigration,—all because they had gotten involved in a locker-room discussion of the Ku Klux Klan. The leader had the insight to refrain from imposing his own ideas on the crowd but suggested a course that led a group of untrained boys into fields of investigation, the very names of which would have staggered them and effectually killed any desire to investigate them. The result was the formation of a body of intelligent opinion based on examination of widely varying viewpoints and a mass of data. Better than this, was the beginning of a habit of suspending judgment until the evidence in a situation has been obtained and weighed. Far better such a program for a winter's work than weekly sermonettes to the club on tolerance, democracy and open-mindedness.

Does the course suggested demand too much of the Boys' or Girls' Work Director? If it does we had better face the fact that we are not engaged in a piece of educational work such as our position in the community and the needs of the situation demand of us. It seems to me that the time has come for settlement workers and all others who assume the direction of boys' and girls' club work to recognize the fact that in a real sense they are educators. They occupy a strategic position by reason of the willingness with which young people come to them and accept their leadership. If they are to prove worthy of the great opportunity and obligation which is theirs for training young people to assume the responsibilities of citizenship in a democracy no price should be too great for them to pay.

Lost: Our Old Games

In an article appearing in the May issue of *Hygeia*, James Edward Rogers urges the importance of preserving the old-fashioned games, many of which have been lost sight of in the sports and highly competitive forms of athletics which seem to be holding sway.

"Surveys in many towns and cities throughout the country show that for the last ten years children have not been playing the old-fashioned games. They have never heard of Pom-Pom Pull Away. Shimmy is a foreign word. The boys are not playing Prisoner's Base, Stealing Loot, Pee Wee, Duck on the Rock, Hill Dill, Run Sheep Run, Cops and Robbers, and the many active low organized games that once formed part of the play life of every American boy.

"These games were part of the play tradition

of the country. They were largely chasing games demanding "Sides" and captains and goals. They were the stepping stones in play progression to the organized sports. The boys from 6 to 11 prepared themselves for the team age of 12. Now boys are plunged directly into highly specialized sports under strenuous competition. Leagues are being pushed down into the "Big Injun" age and are robbing the boy of his natural growth and development. Likewise, many girls' games are rapidly disappearing, such as O'Leary, hop-scotch or rope jumping.

"In elementary schools and on playgrounds those games that were once the rich inheritance of the youth of this country should be promoted. The simple games that promote health, sportsmanship, fine fun, coordination, alertness, physical growth, and have none of the dangers of a too early sophistication in highly organized sports, must be kept alive. They have values not found in individualistic games, commercialized amusements and organized sports. They are elemental and direct and yet are founded on fundamental instincts, such as running, climbing, dodging, throwing, hitting, grasping. The proper development of these instincts in happy play is essential to American childhood."

In the same issue of *Hygeia*, Miss Dorothy Gladys Spicer's article entitled "Health Superstitions of the Italian Immigrant" makes a similar plea for old time games. "It is a calamity," she says, "that little is being done throughout organized physical education and recreation systems to keep alive active interest and participation in the good old games. Boys and girls do not know the games nor do they care to play them."

"Some interesting efforts toward promoting these games are being made in Chicago. But this revival needs to grow and to be spread with vigor. Otherwise the present generation will not know or enjoy the training of these ancestral instinctive games, which are fundamental in the play lore of the nation. Return to the old games means better health, more happiness and a finer citizenship. Neglected, it means more materialism, more sophistication and less joy. Boys and girls must learn the play spirit in these early years."

"One sad thing about mature life in this country is that adults have lost the play art. They must be entertained. They pay to be amused. They do not know how to relax. The reason is that they lost the art when nature gave it to them during the early years. This is the tragedy and the challenge."



PAGEANT, MONROE, MICHIGAN

Community Service Re-designs the Ages

BY ALLEN B. COOKE

A mammoth parade and a pageant, enacted on the historic banks of Plum Creek on two successive nights was the feature of the two-day celebration which crowded the city of Monroe, Mich., with overflow numbers of homecomers, former citizens and visitors from all parts of the continent June 23rd and 24th.

The magnitude of the spectacle can be visioned as facts concerning the production are recited. Approximately 1,500 took part in the pageant. The parade was 40 blocks in length and included over 100 floats and a score of group presentations. Over 80 organizations, including every creed and business embraced by the county of Monroe, marched in the moving spectacle which dramatized the events of Monroe history. Four bands were included in the parade, battalions of marchers depicting some high light in the recessional of the past times, and reproductions of Monroe's pioneers trekked in original costume through the city's thoroughfares.

The parade, given on the afternoon of the 23rd, followed the arrival of the "iron horse," met by citizenry dressed as of yore (a Monroe historical highlight) and proceeded past the reviewing stand, where the mayor had, a few minutes before, delivered his address of welcome. Real Indians (a tribe of Pottawatamies was brought for the parade), "make-believe" Indians, historical characters, in realistic costume, pioneers

of the present generations, living relatives of Monroe's founders, relics of "before our time," the first stage coach to ply its way in Michigan, a covered wagon and its accoutrements of travel, the present mechanical and electrical age in float and procession and the story of modern industry depicted in decoration were included in the line. The curbs were lined with cheering thousands, countless others craned for a view from windows and house tops—color ran riot 'neath the bunting and decoration which festooned the city for the holiday. Not a second lagged throughout the day.

The pageant on the first and second evenings was produced before visitors from all parts of the country. The spectacle was inspiring. Not a rift of cloud dotted the sky and a full moon shed mellow light as Monroe's birth and life were re-enacted, faithful to detail in every respect. Indian occupation, the coming of the missionaries, camp councils, influx of the Frenchman, the Massacre of the River Raisin (a high spot in Monroe's settling), the raising of Old Glory on Michigan soil, a Monroe distinction, the outgo of volunteers for the Civil War, the disastrous fire which razed a portion of Monroe in 1868, a characterization of General George A. Custer, Monroe's illustrious son, by his nephew, Armstrong Custer, and a grand ensemble marked the pageant as one fit for special recognition as a re-designer of ages past. Dances taught by Henry Ford's old-fashioned dancing instructor featured the minuette, schottische and graceful waltz.

In the cast were bankers, artisans, laborers, business men, manufacturers,—every creed was represented—the Italian worked side by side with

the Frenchman; every citizen's organization was represented, and all served faithfully without remuneration under the direction of Henry Schubert, Community Service Executive; Burton S. Knapp, chairman of the pageant committees, and Mrs. Elizabeth Hanley, of the P. R. A. A., director of the production. Contests for the best posters, the most suitable song and poem for use during the celebration were conducted.

Aside from the beauty of the two-day celebration and its attendant gaiety, the civic event served greatly to inculcate a sense of civic pride in the citizenry of the community. Community Service truly served. Civic pride was whetted and the project added much to better community understanding,—such was the comment of Mayor Denias Dawe, of Monroe, as the two-day celebration was brought to a close.

Monroe has lived and is living more happily through the medium of having lived again as of old.

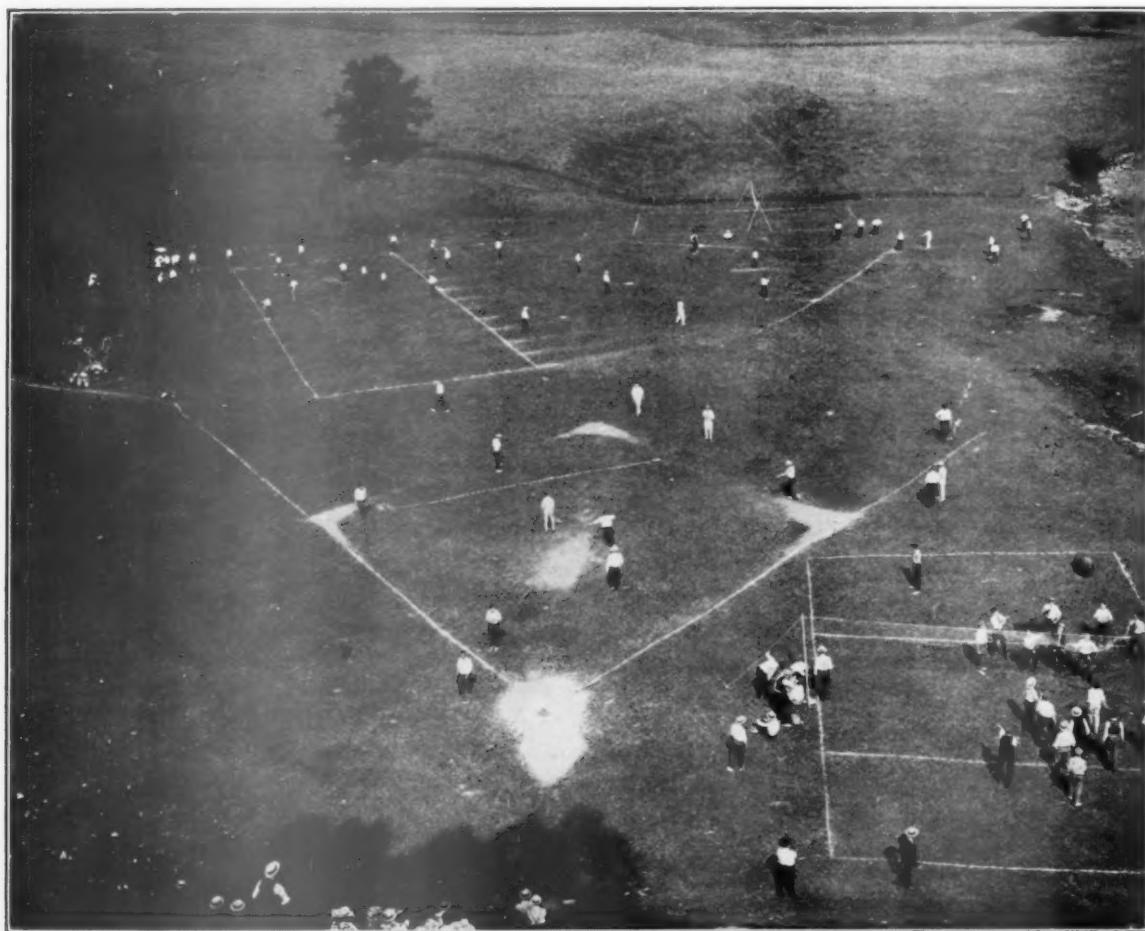
"Today as never before," says William Allen White in *Some Cycles of Cathay*, "man demands and expects

First, the right to an education for himself and his family; an education which shall fit him to understand and enjoy the complicated life which he works to maintain;

Second, the right to work regularly at a minimum annual wage, which

Third, shall permit him to possess as an undisputed heritage, at least not merely the bare necessities but the common creature comforts of the time and place where he works and lives: Wholesome food, a decent dwelling, respectable clothing, access to books and the arts, time and place for play.

Fourth, freedom of opportunity to go forward to whatever destiny his aspiration can push his talents, without finding those who hold special privileges crowding him back."



LAYOUT FOR MEN'S GROUP, RACING GAMES, BASEBALL, GIANT VOLLEY BALL, VOLLEY BALL AND QUITOS
Hubbell Bible Class, First Baptist Church, Rochester, N. Y.

A Mule Digs Up Valuable History

By J. R. BATCHELOR

Away back in the early days, before Louisville had any white population, there came through this territory the now famous Rogers Clark, looking for new worlds to conquer. He built his log cabin on a hill just east of the river now known as Mulberry Hill. The Indians were friendly and many a pipe of peace was smoked by these early white settlers and the Indians.

In search of further fields to conquer, Mr. Clark went down into Mississippi, where he stayed for some time. Once when he visited his Louisville site, a group of Indians gathered around a spring to smoke the pipe of peace. In commemoration of that event Mr. Clark thrust his riding stick of Mississippi cypress into the ground to mark the spot.

Years went on and the city of Louisville developed. Mr. Clark's immediate family passed away, and his descendants, the Ballards and the Bullocks, came into possession of the property. As the country developed, the old spring was lost, but in this neighborhood, where the property was still retained in the family, it was recognized as an historic spot which should be turned over to the city for a Park, to be called the "Rogers Clark Park." This was done a short time ago, and it was decided to clean off the brush so that the grass could grow. The mulberry trees were left standing, as they seemed to have been planted around the property where the house stood as a sort of protection.

In cleaning out the brush one day, one of the mules fell into a hole clear up to his body. By chance the Park Superintendent, Mr. Goss, was present at the time, and having heard something about a spring, he immediately called up Mayor Quinn and told him of the incident. The Mayor remembered the story of the old spring, and wondered if this would not prove to be the place where the spring formerly was.

Looking about further, the Superintendent noticed a tree which was not a native of that territory and told the Mayor of it, making the statement that it was a Mississippi cypress. The incident of Mr. Clark's sticking his riding whip into the ground came to mind. The descendants of the family were notified, and they visited the

property. The hole that the mule fell into was cleared out, and there were found the original stones and the flowing water of the original spring. The Mississippi cypress had been struck by lightning and only a few branches remained, but the City of Louisville was truly thrilled when the history of the spot came out in the papers. The tree has been attended to by tree surgeons and the spot marked so that all future generations will know the history of it.

Just back of the spring and the tree, on a little knoll, is the only other clump of trees left on the property, in the center of which still remains the old slabs of stone, dating back to 1807, where the members of the family were buried, and where it is planned in future years to erect a suitable memorial.

What better use could be made of the property, and other like property in other cities, than for it to be turned over to the municipality under whose care it will be kept for posterity in honor of those brave men whose courage laid the foundation for this great republic?

Five Men in Bay View*

By ARTHUR PRICE

Out beyond Butchertown in San Francisco is a section of the city which a few years ago gave the police department one reason for being. Every month there would be fifty complaints or so filed at the district police station and another dozen with the chief of police at the Hall of Justice. The boys of the district would abduct a sheep or have a rock fight with no consideration at all for the owner of either sheep or windows.

There were five men living in the district, machinists, steamfitters and so on. They were Americans, some of them native sons, but their names are suggestive. They are H. T. Martin, J. H. Burns, H. C. Thomas, C. R. Scheflin and F. W. Zimmerman. You would not call them reformers, and they would probably object if you did.

These five men, backed by the San Francisco Community Service Recreation League—an outgrowth of war work—got together six years ago to see what could be done about the boys. Now the chief of police has forgotten there are any boys in that neighborhood, and the captain at the district station assigns his milder-mannered

policemen to the neighborhood. "It has changed from the most troublesome district in the city to one of the easiest to manage," he says.

The five men naturally take pride in the change, but none of them has gone before the service clubs at luncheons nor filled pulpits in the churches to tell how it was done: perhaps they haven't defined the process even among themselves. Their own explanation is about like this: "If a boy isn't doing right we have him here and talk to him."

How was it done?

A need was felt for a community center in the Bay View district, and several meetings were held there to interest the residents. At first they were uproarious: two burly policemen at the door could not maintain order. But out of the confusion emerged these five men, residents of the district, all workingmen. They became interested. With the Community Service League behind them, they rented temporary quarters in a flat, paying fifteen dollars a month, for a boys' club, and started to raise funds in the neighborhood for a community center.

Some of the boys were drawn into the club. They were given something to do. First a minstrel show was put on to raise funds, the district supplying the talent, the Recreation League furnishing the leader. About seven hundred dollars was cleared. Then the five men arranged a street fair which netted about one thousand dollars. People outside the district were not called upon to contribute, though a few persons sentimentally interested in the neighborhood made gifts.

A lot was bought for five hundred dollars, and the money earned by the entertainments went to pay for it and for building materials. A clubhouse was begun by the five men and other volunteers. It isn't a large one, and it has been six years in building, and it isn't quite finished yet. But that is a mere detail. The five men have given—and are still giving—each of them, two nights a week to the direction of the community club. The boys came in for play, and so did the girls and their parents. There are gymnasium classes for boys and girls, classes in folk dancing, music. The membership of the community club has reached 250, of whom 50 are boys.

The members pay dues of twenty-five cents a month. The Community Service Recreation League has general supervision and has supplied a leader and teachers for various classes. Since the establishment of the San Francisco Community Chest, the funds for the extra expenses of the club have come from it. Increasing use has been made of the center: among other things, it has housed a free well-baby clinic maintained by the San Francisco Board of Health.

But the credit for the success of the center goes to the five men. They are not politicians; they are not high-hats. All are married, but only one has children. He is the one who gives his special energies to the Boy Scout troop of fifty members in which his own two boys are enrolled. It was not all easy to do: the scepticism of parents in a district where many have newly come from overseas—the district has a large Maltese colony—had to be overcome. But the men and their neighbors saw a job, and did it.



THIRD ANNUAL STUFFED DOLL CONTEST Morgantown, W. Va.

Thanksgiving

Our Pilgrim forefathers left us a delightful tradition when they established the custom of celebrating Thanksgiving. The first festival was held in 1621 to express thankfulness for the rich harvest which meant salvation to the little band of early settlers. Great tables laden with the fruits of the harvest bounteously served all. Good-will and thanksgiving were expressed in prayer and music and as the young people engaged in friendly competition even the demure maidens took part in the corn husking.

The feasting and reverent spirit which characterized that first Thanksgiving marks today's observance. Schools, clubs and churches now commemorate this holiday through music, dramatic and literary programs. Family groups, too, find joy in expressing good-will and fellowship through games, stunts and music.

Experience has proven that for large groups, the most enjoyable and practical program usually consists of recitations, songs and a one-act play, or perhaps two one-act plays, one by children the other by adults. If, however, a festival is held or a full evening play is given, recitations and songs are unnecessary.

APPROPRIATE POEMS

When the Frost Is on the Pumpkin, James Whitcomb Riley

Selection, John G. Whittier

Thanksgiving, Phoebe Cary

Harvest Hymn, John G. Whittier

The Landing of the Pilgrims, Felicia Hemans

Selections from the Courtship of Miles Standish, Henry W. Longfellow

(The above poems may be found in any library.)

Collections:

Harvest Time, by Alice C. D. Riley

A splendid book containing recitations, or children individually and in groups, adapted to both country and city schools. John Church Co., price, 25c.

Holiday Selections, by Sara Sigourney Rice

Contains several selections suitable for Thanksgiving programs. Penn Publishing Company, price, 40c paper, 75c cloth

Werner's Thanksgiving Celebration

Includes recitations, dialogues, entertainments, songs and pantomimes. E. S. Werner, price, 60c paper; \$1.00 cloth

Thanksgiving, by Robert Haven Schauffler

Its origin, celebration and significance as related in prose and verse. Dodd, Mead & Co., price, \$2.00

* * *

The following episode from "Faith of Our Fathers" has proven very effective:

Time: November, 1623

Before curtain is raised, song beyond stage,—
"A Song of Thanksgiving"; words by Charles Hanson Towne; music by J. C. Bartlett; published by Ditson (for medium voice), price, 40c

"Lord, I am glad for the great gift of living,

Glad for the days of sun and of rain;
Grateful for joy with an endless thanksgiving,

Grateful for laughter, and grateful for pain." (If preferred, Whittier's "Corn Song" as a double quartette or chorus may be substituted here; it is found in Riverside Song Book; Houghton, Mifflin Co.)

Curtain is raised and a tableau shows the Pilgrims on their knees, with folded hands, while Elder Brewster raises his hands in blessing upon them; stacks of corn and apples dried on strings are hanging at background. A group of six or eight Indians stand amazed at one side watching the Pilgrims.

Elder William Brewster (as the people rise): And now, my people, as we have feasted and prayed a prayer of Thanksgiving for the bounties of the harvests and for the friendly relations with these our Indian guests, we will sing for them one of our hymns; afterwards they will entertain us with their own music.

All sing,

By the waters of Babylon, we sat down and wept,
Yea, we wept when we remembered Zion, etc.
(found in old hymn books)

Squanto (coming forward at close of the hymn, during which the Indians have made strange, guttural sounds): We thank much for good feed—good meat, good drink, we thank for your sing—we now sing and dance (Pilgrims look shocked) for you. (He beckons and the Indians come forward with their tom-toms and beginning slowly, then more rapidly, they dance with their calls and laughs. The Pilgrim women look amazed; some cover their faces with their hands or aprons. The children are gleeful.)

Governor Bradford: Strange, indeed, are these heathen ways to our eyes and ears, but we may

be instruments in God's hands to bring the savages to a knowledge of higher things. Grateful are we that they are friendly to us; grateful, also, to Edward Winslow for his good offices for us among them. See you how Massasoit esteems him since he cured him of the fever by simple treatment and broth—

Priscilla (to girls, with a laugh): Aye, strained through his handkerchief—(one of the matrons shakes her head reprovingly at the girls).

Edward Winslow (coming forward with Mistress Susanna White Winslow on his arm): Grateful, also, Governor, should we be that Captain Standish's courage and sword have protected us from assaults; and grateful, also methinks, to my good dame and these other women of our Plymouth colony who have provided us all today with the feast, the rare brew of sassafras leaves and native herbs, and for their steadfast bravery and fidelity. (The women look pleased but embarrassed and some curtsey.)

Elder Brewster: Before we separate after these days of Thanksgiving, let us lift up our voices again in praise to God for His mercies of the past years and for the living hopes of greater usefulness and service in this new country. Let us sing a Psalm before we go to our homes.

(Bart Allerton beats a few measures with his drum; John Howland comes to the front and raises his hand in time, while all the Pilgrims sing one of the old Psalms; if not easily found, because of the rarity of the first edition of the Psalm Book, there could be substituted the Doxology or the Canticle by Richard Farrant, 1580, found in Hymn Books, with the first part of Psalm XCII for words (Bonum Est Confiteri) "It is a good thing to give thanks unto the Lord; And to sing praises unto Thy name, O most highest;
To tell of Thy loving kindness early in the morning
And of Thy truth in the night season."

At its close all pass slowly; the wives and children with the Pilgrims and the Indians following with strange sounds and an occasional use of the tom-toms; Bart Allerton beats also on his drum. (Note: The entire pageant of "Faith of Our Fathers" may be obtained from the Playground and Recreation Association, price 25c.)

FESTIVALS AND PLAYS FOR JUNIORS

The Three Thanksgivings by Faith Van Valkenburg Vilas. A play in three scenes with a short

prologue and epilogue. One setting. 12 adults, 8 children. The purpose of the comedy is to show that the modern Thanksgiving with its tendency to selfish indulgence is not half so much fun as one wherein the host brings to his table the lonely and less fortunate ones, filling their souls with cheer and their bodies with wholesome food. The play is original in treatment and has a delightful vein of humor. Runs one hour. Suitable for young and old and especially good for a community Thanksgiving celebration. Playground and Recreation Association, price, 25c

The Thankful Heart in *A Child's Book of Holiday Plays* by Frances Gillespy Wickes. 7 children, 1 adult. 1 act, interior set. A beautiful Thanksgiving play in which Elsie, a little lame girl, through the Spirit of Thanksgiving, meets a Hebrew Boy, an Indian Boy, a Greek Maid, a Roman Girl and other Thanksgiving children. The Spirit of Thanksgiving tells them that Elsie has the greatest gift that can be bestowed upon any one. The book also contains eight other splendid holiday plays. Macmillan Company, price, 80c

Penelope's Thanksgiving by Patten Beard. One act, exterior. 3 boys, 3 girls. Penelope, who is going to a Thanksgiving party, forgets her doll, Arabella, and returns for it. Three Indian children appear, take it from her and threaten to scalp poor Arabella. They return it, however, and all part with an exchange of friendly gifts. Eldridge Entertainment House, price, 25c

Thanksgiving in Plymouth by Lucy Cuddy. A Puritan play in three acts. 40 characters. One splendid scene in an Indian camp. Gives a very good idea of the life of these early settlers. Two boys are lost in the woods and believed by the little village to have been killed but are returned by two Indian women. Rand, McNally Co., price, 75c

A Puritan Prank by Madeline Poole in "The Elf That Stayed Behind." 7 children, one adult. A delightful little play giving a good picture of early Puritan school and showing how the severe school mistress was tricked into giving up her pumpkin pie by two clever boys masquerading as fierce Indians. Especially adapted to school children. Walter Baker & Co., price, 40c

Finding the Mayflowers by Blanche Proctor Fisher. A one-act play. 7 girls or if prologue is included—8 girls and one boy. Scene: interior of a Pilgrim home. The play concerns the hunt for the first mayflowers and has a surprise ending. Considerable humor in the play. Runs 25

minutes. For group 8 to 14 years. Walter Baker & Co., price, 25c

The First Thanksgiving Dinner by Marjorie Benton Cook. One-act play, may be given indoors or outdoors. 7 boys, 8 girls. 12 to 14 years of age. Plays 35 minutes. Dramatic Publishing Co., price, 25c

Harvest Festival by Mari Ruef Hofer. This Festival is valuable for using large groups of young people from primary to eighth grade. A strong autumnal and harvest note runs through it all. Many picturesque dances and descriptions of full costuming are included, as well as music stage settings, etc. Should be given on the floor of a hall, or in mild climates, a beautiful out-of-door performance might be arranged. Clayton F. Summy Co., price, 75c

Harvest Time by Alice C. D. Riley. A festival in which large numbers of children can be used in songs, recitations and dances. May be given out of doors or on floor of a hall. A sense of nature runs throughout the festival in the leaves, winds, seeds, autumn flowers and songs of the harvest. John Church Co., price, 25c

PLAYS, PAGEANTS AND FESTIVALS FOR ADULTS

The Coming of the Mayflower by Rosamond Kimball. Indoor pageant, with six episodes, 40 female and 30 male characters and extras needed. Charming songs interspersed through pageant. Full description of dances and costumes. Background of curtains may be used. Especially adaptable for church and school programs. Missionary Education Movement, price, 50c

The Courtship of Miles Standish by Eugene W. Presby. A play in one act dramatizing the Longfellow story. 2 male, 2 female characters. Pilgrim costumes and Pilgrim interior setting. Simple to produce. Runs 25 minutes. French, price, 30c

Faith of Our Fathers, a Pilgrim Pageant by Annie Russell Marble. 47 men, 18 women and 19 children with as many extras as desired. Pageant in two parts, 8 episodes. The first part deals with the Pilgrims—brings out clearly the signing of the Mayflower compact and also contains a scene of the first Thanksgiving. This episode alone would form a splendid number on a Thanksgiving Program. The second part of the pageant deals with the Faith of Our Fathers in modern times. Playground and Recreation Association, price, 25c

A Harvest Pageant by Mary F. Wickliffe. One-

act play. A short humorous entertainment in which the Oats, Corn, Pumpkin, Hay, Cabbage, Potato, Cotton, Tobacco, etc., take their place around their good Corn King and Orange and Apple, Peach, Sugar Cane, Sweet Potato, etc., around their Wheat Queen. Suitable for club program. Eldridge Entertainment House, price, 25c

The Life of the Corn, an Indian drama in 5 dances with authentic Indian music and choruses. Found in *Indian Games and Dances with Native Songs* by Alice C. Fletcher. This superb Indian pantomime, which is essentially a drama for outdoor production, is that of the Omaha tribe, but the corn dance and ceremonial were used by all North American Indians. Indian and symbolic costumes. At least 50 young people can take part in it with as many more as desired. A chorus of at least 25 voices is necessary. Words, music and full description of each dance are given. C. C. Birchard & Company, price, \$1.75

MUSIC SUGGESTIONS

For Children

Holidays, Action and Dialog Songs, Volume 2, contains a short program of drill, dialog and music. Excellent for young children and especially suitable for rural schools. M. Witmark & Sons. Price, \$1.00

Calendar Songs by Forman includes three songs entitled *Hymn of Praise, Pumpkins* and *The Turkey*. J. Fischer & Bros. Price, 75c
School Choruses—

No. 6737 *Hymn for America* by L. Camiliera. Unison. Price, 6c

No. 6057 *Hymn of Thanks* by Edward Kremser. For soprano, alto, tenor and bass. Price, 9c

No. 5896 *If With All Your Heart* by Mendelssohn. Unison. Price, 8c

No. 7029 *Praise Ye the Father* by Gounod. For soprano and alto. Price, 9c

No. 6777 *Song of Allegiance* by Arthur Nevin. Unison. Price, 9c

Note: The above choruses are published by the E. C. Schirmer Music Co.

For Adults

Secular Solos—

At the Making of the Hay by L. Lehmann. For high, medium and low voice. Price, 50c

**Sing Along!* by Penn. Price, 40c

Sacred Solos—

Blow Ye the Trumpet by M. Andrews. For high, medium and low voices. Price, 60c

THANKSGIVING

**Father We Thank Thee* by Jewitt. For high and low voice. Price, 40c

The Harvest Feast by P. A. Schnecker. For low voice. Price, 50c

I Will Give Thanks by I. B. Wilson. For high, medium and low voice. Price, 50c

The Lord Is My Light by Oley Speaks. For high and low voice. Price, 60c

The Lord Is My Shepherd by Pearl G. Curran. For high and low voice. Price, 60c

**Others* (Help Me to Live for Others That I May Live Like Thee) by Penn. Price, 40c

A Song of Praise by Huhn. For high and low voice. Price, 60c

Song of Thanksgiving by Ferrata. For high and low voice. Price, 60c

Note: The above selections can be secured from such music dealers as C. H. Ditson and Co., and G. Schirmer, Inc.

Male Quartets—

No. 1070 *Praise Ye the Father* by Gounod. Price, 12c

No. 1004 *Thou Crownest the Year* by F. C. Maker. Price, 15c

Mixed Voices—

Song of Thanksgiving by Kremser is probably the most popular of Thanksgiving anthems. Obtained from almost any music dealer. Among other appropriate anthems for a Thanksgiving Service are:

No. 3387 *The Lord My Shepherd Is* by Barnes. Contains solo work for soprano, alto and baritone or bass. Price, 12c

No. 487 *Now Thank We All Our God* (Chorale). A cappella, by Cruger-Mendelssohn. Price, 6c

No. 640 *Praise Ye the Father* by Gounod. Price, 12c

No. 1060 *Great Is the Lord* by Lohr. Contains solo work for soprano and alto. Price, 20c

No. 759 *Praise Ye the Lord* (Psalm 150) by Randegger. Contains soprano solo. Price, 20c

The above are published by The Willis Music Co.

Sacred Cantatas:

The Harvest Is Ripe by P. A. Schnecker. Biblical and metrical text. 32 pages, 15 of which are devoted to chorus work. Soprano, alto, tenor and bass solos. Takes 20 minutes. Price, 50c

Give Thanks Unto God by H. Clough-Leighter. Op. 29, No. 1. Text is entirely biblical. 23 pages, 13 of which are devoted to chorus work. Soprano,

alto and tenor solos. Requires 12 minutes. Price, 50c

The above cantatas are obtainable from Oliver Ditson Co.

*These numbers are obtainable from M. Witmark & Sons and are arranged for solos, duets, four part male voices, four part female voices and four part mixed voices.

A PARTY FOR THANKSGIVING

BY ERA BETZNER

In the games and stunts which follow, competition, part of the celebration in those early days, has been paraphrased, as have the Indian games which are described. While the games and stunts are here planned for a party of about forty or fifty guests, they are easily adaptable for a small family group or a much larger community group.

The costume element is utilized to add color and atmosphere. The hosts and hostesses are appointed, and as they receive the guests at the door they wear Pilgrim headdress; the men the large hat made of cardboard with the silver buckle, and the women the demure "Priscilla" bonnet. Each guest on entering is given an Indian headdress made of colored cardboard. This because the Indian headband is much simpler to make than the great hat of the sedate Pilgrims and it also lends itself better to the gaiety of the occasion. Bands for the men have one feather (this may be shaped of colored cardboard). The Indian women never wore feathers so their bands are gayly decorated with conventional designs drawn with colored crayons. The bands may be fastened together with brass fasteners.

Bright colored leaves, cornstalks, and soft yellow light will invest the room with an air of festivity and romance. The centerpiece for the refreshment table may be a whole pumpkin with yellow candles inserted at intervals. This gives the effect of a rounded glow of golden light. Garlands of leaves may extend from it to each corner of the table.

The guests as Indians enter the room and receive their favors which are numbered in pairs from one to ten or more to match the number of guests. There should be four or five varieties of favors and an even number of each kind. The favors may consist of small colored cutouts drawn with colored crayons or may be bought ready-made. Articles such as turkeys, cornstalks, pumpkins, and peacepipes will lend themselves to dramatization

and drawing as well. The guests are told to find the person holding a favor which corresponds in design and number to their own, and then with this partner to find the rest of the people who belong to their class and gather in an appointed place. If the place is large enough replicas of the smaller favors carried in the hand should be placed in a conspicuous place and all the pumpkins, for instance, be told to meet there when they have found their partners.

When the groups have assembled, one of the hosts explains that now that the Indian guests have arrived, they would be pleased to hear from them but as their language is strange, dumb show will be acceptable instead. Each group will be given three minutes to act out the name of their thanksgiving symbol. The pumpkins, for instance, may be represented by half of the group gathering around an imaginary pump and getting a drink of water. The second half of the group may pantomime "kin" by showing a child lost. The child is assisted in its search for its mother by everyone and is finally reunited with her. Bringing the pumpkin in may be pantomimed by the whole group, which may then share in the imaginary pumpkin pie. At the conclusion of their stunt, instead of waiting for their audience to guess their word, with one of the group chosen to lead in the fashion of a college cheer, they spell it letter by letter, then pronounce it ending with the exclamation, "Ay!".

After all the groups have had their turn at pantomime and shouting, the host will pick the best cheer leader for the big chief, who will then ask the whole group to spell their words at the same time. This stunt always receives a very hilarious reception. It may be well to warn the corner policeman. People love to make a noise if they can feel free enough to do so without seeming conspicuous. The penalty for a serious countenance in the crowd should be to spell thanksgiving backward.

THANKFUL INITIALS

The girls now form a circle in the center of the room, their hands joined as they face outward away from the center of the circle. The men with hands joined forming a circle face them. When the music begins the circles move, one toward the right and the other toward the left, until it stops. The people who find themselves facing each other are partners and are given one minute to tell each other their name and what

they are thankful for, with the limitation that they must use their initials to begin each sentence. They should try to finish what they are saying and repeat it until the signal is given without hearing their partner's name or what they are thankful for. The music begins and all move on to new partners. The host should ask at least one couple each time for their sentence and find out whether they have been unguarded enough to discover what the other person is thankful for.

After this game the competitions begin. All the games and stunts which follow may be used competitively. The winning groups or individuals in the games or stunts are each rewarded; the women with a candy grain of corn and a small bag or basket to contain them; and the men with a colored feather having a fastener to add to their headdress.

FOLLOW THE TRAIL

The group is equally divided. A leader is chosen for each side and is given a bag of corn or leaves. Time keepers are appointed. One side lines up along the wall to observe the others in action. The other side goes out of the room or to the end of the room and turn their faces to the wall. At a signal the leader of the side lined up to watch the performance hides some of the corn from his bag and drops some of it in more conspicuous places. When he has finished the signal is given to the opposite side and they advance looking for the corn. They are obliged to find every grain and the length of time required is watched. Then the other side takes its turn. At the end of the game awards are made. The side which finds the largest number in the shortest time wins two grains of corn each.

PURCHASERS' THANKSGIVING

The party is divided into four or five groups. The leader of each group is given a pencil and a large sheet of brown paper on which to write the slogans thought of by his group. The object of the game is to see how many advertising slogans the group can remember in the time designated giving reasons why the public is thankful to have the article advertised. From the advertisers' point of view they might be thankful for purchasing such articles as

Cantilever Shoes because of "The Beauty that lingers in the smiling face."

Chesterfield Cigarettes because "They Satisfy."

Palm Olive Soap because "All the world loves natural beauty."

The Hoover because "It beats . . . as it sweeps . . . as it cleans."

Packard—"Ask the man who owns one."

Frigidaire because "It adds new charm to hospitality."

At the end of a given time the slogans are read and awards are made as follows: Those in the group listing the greatest number of slogans one point; those in the group thinking of the cleverest slogan two points. A grain of corn to the women and a feather to the men.

In groups where some wish to dance and others do not, it is a very good plan to have a number of stunt tables in charge of a committee. These tables may be placed at the end of the hall or in another room. There should be at least four people for each stunt gathered about the table before the person in charge of it explains what is to be done. The stunts are all more interesting when they are done in groups.

GRAPE TEST

A bunch of grapes is placed in the center of the table. The object of the game is to guess the number of grapes in the bunch. The leader, of course, knows the exact number on the bunch. She calls on each player in turn for their estimate. The person guessing nearest the correct number receives the award—one grain of corn.

SPEARING THE CORN

A bowl of corn and a hatpin are placed in the center of the table. The object is to see how many grains of corn the player can spear on the hatpin in two chances. The player spearing the greatest number receives the award—one grain of corn.

TROPHY SNATCH

A gay kerchief is hung on a totem pole—if one is available! If not, the handkerchief may be suspended from a fixture or a doorway. The players line up in front of the kerchief, in turn measure an arm's length from it, and at a signal from the leader, each closes his eyes, turns three times, and then snatches for the kerchief. If he succeeds in removing it, one point is awarded.

FLOATING BONFIRE

The properties consist of a soup plate filled with water, several pieces of writing paper small enough to float on the water, matches, and some paper napkins. The players are asked by the leader to build a floating bonfire, which the water will not extinguish, using the materials supplied. If the player succeeds, she is told to keep it secret until the others have made the attempt. The method is as follows: Drop the writing paper on the water, being careful to keep it flat, for if a drop of water gets on the surface of the paper it will immediately be submerged. Crumple a paper napkin into a soft mass and drop it lightly on the center of the paper. Then light the napkin and the result is a beautiful "floating bonfire." The paper on which it floats will not even be scorched when the flames die out. Note: This may be done as a contest with the award given to the one who accomplishes the feat first.

HISTORY IN ART

This is an adaptation of the well-known game "Statues." The group forms a circle about the leader who explains in his own way that they are about to make history in art. Each person will interpret in tableau, scenes from the early colonial Thanksgiving days. The leader on naming the tableau will count ten and each player immediately assumes the attitude which is his interpretation of the tableau. He must hold the pose until the leader chooses what he considers the finest example of "art." One award is given for the winner in each tableau. The following suggestions may be used: "The Indian in a war dance pose," "Indian smoking a peacepipe," "The maiden at a spinning wheel," "Pilgrim hurrying home with turkey under his arm," "Puritan woman knitting," "Indian pounding corn."

THANKSGIVING SILHOUETTES—SHADOW PICTURES

These pictures may be prepared in advance if there is a committee available to spend some time on it. If not, very good results may be achieved by appointing two people who will be responsible for having the properties ready and giving the instructions to the members of the group who are to participate. If desired, these may be the winners of the awards in the Thanksgiving Statues. For good results, the leaders must have prepared

a definite plan for each picture and give clear-cut directions to the participants. The length of time for the preparation of each tableau should be specified. One person is responsible for adjusting the lights and posing the scenes, while the other announces the names of the scenes. If desired, appropriate music may accompany the tableaux. The group may sing a well-known Thanksgiving song or a piano selection may be used. A clever pianist may lead the group with an accompaniment throughout the scenes. Such subjects as the following may be used: "The Landing of the Pilgrims," "The meeting of John Alden and Priscilla Mullins," "The Presentation of Thanksgiving Gifts from the Indians to the Puritans" (these may include a bow and arrows, peace pipe, apples, corn, etc.), "Presentation of Thanksgiving Gifts from Puritans to Indians" (these may be beads, guns, etc.), "Indians with bows and arrows near wigwam," "Puritans on way to church, guns over men's shoulders," etc.

REFRESHMENTS

Pumpkin pie and coffee or apples and sweet cider may be served before the tableaux or during the intervals of preparation.

No Thanksgiving Party would be complete unless it were concluded with the entire group joining in the Virginia Reel.

ADDRESSES OF PUBLISHERS

Walter Baker & Co., 41 Winter Street, Boston, Mass.

C. C. Birchard & Co., 221 Columbus Avenue, Boston, Mass.

John Church, 318 West 46th Street, New York City

Clayton, Summy Co., 429 S. Wabash Avenue, Chicago, Ill.

Chas. Ditson & Co., 8 East 34th Street, New York City

Oliver Ditson Co., 178 Tremont St., Boston, Mass.

Dodd, Mead & Co., 4th Avenue and 30th St., New York City.

Dramatic Publishing Co., 542 S. Dearborn St., Chicago, Ill.

Eldridge Entertainment House, Franklin, Ohio

J. Fischer & Bros., 119 West 40th Street, New York City

Samuel French, 25 West 45th Street, New York City

Houghton, Mifflin Co., 4 Park Street, Boston, Mass.

Macmillan Co., 60 Fifth Avenue, New York City

Penn Publishing Co., Filbert Street, Philadelphia, Pa.

Playground & Recreation Association of America, 315 Fourth Avenue, New York City

Rand, McNally & Co., 42 East 22nd Street, New York City

E. C. Schirmer Music Co., 221 Columbus Avenue, Boston, Mass.

G. Schirmer, Inc., 3 East 43rd Street, New York City

Edgar S. Werner Co., 11 East 14th Street, New York City

The Willis Music Co., 137 West 4th Street, Cincinnati, Ohio

M. Witmark & Sons, 1650 Broadway, New York City

Missionary Education Movement, 150 Fifth Avenue, New York City.

Nature's Invitation

DEPARTMENT CONDUCTED BY WILLIAM GOULD VINAL,

New York College of Forestry



ENTRANCE TO THE TRAIL

A Village Nature Trail

Nature Trails are quite à la mode. The impetus was probably given by Dr. Frank E. Lutz' Nature Trail in the Palisades Park, which was started in the summer of 1925. Every recreation leader should read his paper, published by the American Museum of Natural History, New York City.

If the trail was so successful in a patrolled park it might be of service in a small village. So a trail was made in Wellfleet, down on Cape Cod, by members of the Nature Lore School and later by the girls of Camp Chequesset. The method of working out the project is given in detail in the hope that other communities will try it out.

Those taking part were invited to go over the proposed route, which was divided into four sections—the swamp, the Roadside, the Deep Woods, and the Abandoned Homestead. Attention was called to the interesting trees, flowers and birds. The idea of such a trail was explained and four teams were then given opportunity to choose the section that seemed most interesting to them.

The second meeting was in the camp library. Each member of a team selected the nature objects seen in his section which were most interesting to him. He then browsed in various books for simple, interesting facts. A temporary label was made. When every individual of a team had completed his research and made a description to his own liking a meeting was called for approval. Each label was criticized and accepted, rejected or returned for revision according to the vote of the team.

Volunteers were then needed for printing the labels. Linen tags were used as they were considered durable but several mildewed and became chipped off on the surface. Possibly this could have been avoided by using shellac or by dipping in formaldehyde. The India ink proved to be waterproof. With the addition of string the labels were ready. Each team was responsible for the distribution of the tags. On every visit the members were reminded that they should walk in single file. This not only made the path visible for future visitors but prevented the random trampling of plants.

The following sign was placed at the entrance: "Stop! Look! Listen! Camp Chequesset Nature Trail. Behold the wonders of nature. Look and it shall be opened unto you. Seek and ye shall find. Enter here." This marked the beginning, which was at a conspicuous place on the State Road. Permission had already been obtained from the land owners and others property holders urged that the trail should be continued their way. Invitations to visit the trail were also read in the village churches on the following Sunday.

Not far from the entrance was hung the Camp Chequesset Nature Trail Guest Book with the following on the cover: "Please sign name and address. Suggestions are invited." Visitors signed but offered no suggestions. It might have been better had the book been nearer the end of the trail. The book was small enough to go into a screw topped glass jar so as to protect it from the rain. The jar was suspended from a pitch pine by a piece of hay wire. The pencil that was attached by a string was still there when the tags were removed at the end of two months. And furthermore no vandalism occurred nor were the tags molested in any way.

A few samples of the labels and signs that were used in different sections of the trail follow:

I. *The Swamp Trail.* "Walk in single file like the Indians. Help keep the trail narrow." *Poison Ivy:* Beware! The oil of this plant makes itchy blisters on the skin. Its leaves are made up of three leaflets and its fruits are white. You can shake hands with the five-fingered leaf of the Virginia Creeper but poison ivy permits no familiar-

ity. *Cat-tail*: In the underground stems of this plant there is a rich supply of starch. The muskrats know this and it forms an important part of their food. How does this benefit man? *Sweet Fern*: Contrast the odor of the sweet fern with its smooth leaved cousin and neighbor, the bayberry. *Cat-tail*: (Note that everything is not said on one label.) This plant is often found in wet places high up in the mountains. Will this seed head disclose the secret of the cat-tail's ability to climb? *Cat-tail*: In fine barrels would you expect to find the leaves of the cat-tail? Some day note what you find between the staves. *Cat-tail*: Where the cat-tails grow you may look for the red-winged blackbird. His "Conk-err-ee" is sung while he teeters on the leaf of this plant. Why is this long leaf so springy and strong? Does this leaf tell the story? *Meadowsweet*: The meadowsweet is not sweet. It grows from Maine south to Georgia. *Shad Bush*: This bush belongs to the rose family. It blooms at the time the shad go up the rivers. The berries of this bush are edible. Some local people make "Robin Cherry Pie" with them. *Sweet or Anise-Scented Golden-rod*: The only species of golden rod which is useful in any other way than aesthetically. The leaves yield a fragrant oil and are used for making tea in the Blue Mountains. Try one. *The Cuckoo*: Listen for his call from across the pond. It usually begins with several "Tut-tuts" and ends with "coo-coo" which is easy to recognize. There are thirty-five species. *Wood Pewee*: He is up on the hill to the right and sings his name. He spends the winter in South America. He is often seen perching on a dead limb looking for insects.

II. *The Roadside, or a Visit to Europe*: The introductory sign reads thus: "Weeds—weeds—weeds. What are they? Flowering troublesome plants that have great reproductive power, shade crops, steal food, and rob moisture." *Milkweed*: Most milkweeds produce a white milky fluid, which is much like the latex of the tropical rubber trees. Good rubber could be made from the juice of this plant. *Narrow Leaf Plantain*: A few plants are hardy enough to develop among the cinders in railway embankments. This European tramp is not discouraged by cinders, sand, or gravel. *Bouncing Bet*: One of the first foreign plants introduced to Wellfleet. Commonly known as "Soapwort" because the juice was used in olden days for washing purposes. *Ragweed*: This plant has the mob habit. It produces 20,000 seeds in its short season and it is the source of certain types of hay fever. *Sheep Sorrel*: Spreads like



NATIVE PLANTS ARE FOUND ON THE TRAIL

bad luck. It indicates that the soil upon which it grows is sour and needs lime. Would you consider it a good citizen of the garden? *Buglos or Blue Thistle*: A very troublesome biennial which is abundant in waste places. The buds are pink but turn blue when the flowers open.

III. *Our Native or Woodland Plants*: The following poster sent out by the Society for the Preservation of Native New England Plants, Horticultural Hall, Boston, was particularly well adapted for this portion of the trail. "Will you help save the wild flowers by not picking them and help protect the trees by not breaking the branches? Keep them for next year and every year." Another poster, obtained from the same society read as follows: "Motorists! Campers! Hikers! Wild flowers fade quickly. Wild flowers last many years if left to seed. Please urge your friends to leave the flowers for seed next year." This sign was added by one of the campers: "Tread carefully! Your foot may be guilty of crushing forever one of the choice specimens of the trail." *Wild Lily of the Valley*: Also called Two Leaved Solomon's Seal. It grows in woods from Massachusetts to Canada. *Checkerberry*: A small shrub which has spicy red berries. These berries are very palatable. *Bearberry*: Found in trailing clumps it forms the front lawn for many Cape Cod houses. Leaves are evergreen. *Common Greenbrier*: A member of the lily family. Fruit is a blue-black berry. *Winged Sumac*: Often called Squaw Bush because the Indian women used the branches to make baskets. The fruit is acid and it is sometimes called lemonade berry.

IV. *The Abandoned Homestead*: The following sign greeted the rambler: "Enter ye the enchanted realm of Grandmother's forgotten posy garden." *Barberry*: This flowering shrub grows

in almost all parts of the world but Australia. It is too sour to be eaten alone but preserves and jellies can be made from it. The bark may be used for tanning leather. *Opuntia: Beware!* This plant is a cactus. Its small needles stay in the flesh and cause severe irritation. DO NOT TOUCH. *Grape Vine:* In Grandmother's garden an arbor was usually found. This one reminds us of this delightful feature of old gardens. It may have shaded grandmother as she sat knitting in days gone by. *Purple Lilac:* This is really *Syringa vulgaris*. The plant we call syringa or mock orange is *Philadelphus*. Can you imagine an old fashioned farmhouse without its clump of lilac? *Sweet Briar Rose:* The fragrance of the sweet briar rose is given off by small downy leaflets instead of the petals. It was naturalized from Europe. Grandmother used it in her garden because it is hardy and climbs. *Trumpet Vine:* Beloved by humming birds because of the long neck shaped flowers and, *Rugosa Rose:* This garden rose furnishes food for man in other parts of the world. The red fruits called hips are eaten. *Matrimony Vine:* This plant of old-fashioned gardens is related to many noble economic kinds such as potatoes, tomatoes, petunias and tobacco. *Lemon Lily:* This favorite of grandmother's garden often lingers by the wayside and tells us plainly the story of a happy home now vanished. *Grandmother's Lily:* A cousin of the onion and the asparagus. Grandmother had it in her garden for its natural beauty—not for the purpose of food. *Cypress Spurge:* This attractive plant contains a blistering, poisonous, milky juice. Our ancestors used it with periwinkle in the decoration of their cemeteries. *Cosmary:* A relative of the chrysanthemum. It added its share to the delightful odor of the old fashioned garden.

* * *

There is not enough data upon which to estimate the value or even the results of the Village Nature Trail. The hundred and more campers who blazed and marked the way undoubtedly reaped a greater benefit than the much smaller number who tried it out and signed the guest book. Making the trail is one thing and getting the public to make use of such a service is another problem. Nothing is sufficient unto itself. A western college professor going over the path ventured the remark, "The public doesn't want to be educated," and cited the statement of a man who was plainly vexed at a certain "movie" saying that he "came to be amused and not educated."

Exactly half of the guests came from other

places, ranging from England on the east to California on the west. In planning a trail—and more especially in the publicity—we must take into account the city guest who really comes to see the town and is much more ready to go sightseeing. And the villager himself. "He didn't know that so many interesting things existed." The few disciples who tried it out form a nucleus. They are the ones who will carry the germs of enthusiasm to the rest of the community.

It is hoped that this sketch will be the means of infecting other communities with the Village Nature Trail idea. Why not try it out this fall with a group of scouts or possibly school children who are not too busy with split infinitives? Let us know when you broadcast.

Natural History in the Tenement Districts

By

GRACE KEIR,

Specialist in Nature Work

To one who has studied natural history all his life, it seems amusing that educators in the crowded districts of the city should exclaim, "Teach nature! Where can you find any down here?"

So I always say, "Have you no fish stores? Are there any florists? Out of what are the houses built? And some of the sidewalks? Are there no kind house owners who will allow you to take especially interested children to the roof top to see the stars? Are there a few trees in some playground or small park? Do you see no dogs or cats or horses? Have the children ever seen a rat or a mouse? Do they know how interesting a mosquito, a fly, a cockroach or a pavement ant is?"

And so we begin.

A child loves first, to know the names of fish. The market man, if he sees a child is truly interested, will be glad to tell him the names of the fish and whether they come from salt or fresh water. The children will of themselves notice different types of fish, and will learn the names of the various kinds of fins. But that which is most interesting of all is, what do they eat? How can they breathe in the water? Why have they scales? Why are the scales slimy? And these

things should not be answered with Latin names, nor so scientifically that a child cannot understand.

Then the clams and the oysters. Why do they have shells? Why have the shells skin on the outside and why so beautifully pearly on the inside where it doesn't show? How do they grow larger? Can they move from place to place? Why? What do they eat? How do they get it? How do the oysters make pearls? And, then, there are the lobsters. What do you know about them?

The florist shops. You will be surprised how many flowers the children do not know by name. As for knowing the names of the parts of a flower and its use to the plant,—some of them have had it in biology,—taught in the hasty school way which goes in one ear and out the other. It will be your opportunity to teach it, not as something they *have* to know but as something it is their privilege to know because of the wonder of it.

Marble is beautiful. What is it? What is sandstone? How did it come to be? Why is it colored instead of being like the sand of the beaches? Granite, gneiss and schist,—what's the difference? What is a rock and what is a mineral? Then, what's an ore? Have a contest and see who can name and show the most minerals seen on their block. It's really exciting.

Do the children know why every street in the city should have trees? Do they know how a tree lives? Everything that lives must have food. Where does the tree get its food? How does it breath? What are the leaves for? Why do the leaves fall off in the fall? What are the names of the trees sold at Christmas? What are their leaves called? Why do they stay on and not freeze? Out of what are packing boxes made? Furniture? How can you tell that the arm of that chair represents fifty years of the growth of a tree?

Do cats step their hind feet into the track of their front feet? Do dogs? Why? How many toes has a cat? A dog? How are they placed? Why? Why has a horse a tail and a mane? What are those grey places under his front leg pits? There are over five hundred species of mosquitoes; four kinds spread disease. How can you tell the bad ones? Where do they breed? What do the young folk look like? If the weather is warm, a fly can have fifty-three million daughters in one summer. Why does she rub her proboscis so constantly on that spot? Filing it off! What are those spots she made there? Her last dinner

disgorged for a new meal. Cockroaches have a genealogy much older than the most distinguished person in the world. They belong to the age when those trees grew which created the coal we are now using.

And who would like to know about the sun, our nearest star? To think that the sun is drawing us to some unknown goal at the rate of eight hundred miles a minute, and we don't even feel the wind blow by! The constellation and the planets tell both true and mythical stories of interest to children.

I have suggested just a very few of the interesting things which might be taught to children of the playgrounds. These things can be taught through games, nature pageants, song or stories, or in rainy weather, by illustrated lantern slide talks.

Farm Women Enjoy Camp Life in South Carolina

One hundred farm women assembled at Rocky Bottom Camp on August 3, and stayed for four days. Everybody was happy and had a real vacation.

Rocky Bottom Camp is situated in the heart of the Blue Ridge Mountains, fourteen miles from Pickens, S. C. It has been well equipped for camping purposes, having four buildings. On the grounds may be found a lake for swimming, two babbling brooks and two springs, which furnish drinking water.

The husbands who brought their wives to camp bade farewell most reluctantly, for they were almost envious of the good times their wives would have. By nightfall the camp grounds were inhabited only by farm women. No men were seen for three days.

The women were as carefree as schoolgirls, every responsibility forgotten, and contentment was shown in every face. They were good sports, ready for hikes, swimming, wading, games and anything suggested by their leaders. Every one wore her name pinned on her shoulder in order that names could be recalled as easily as faces. "I can call the name of every woman here," one little woman was heard to remark boastfully. They were a congenial group of women and felt that they were richer for the lasting friendships which they made.

Entertainment was planned for the evening as well as day times. Motion pictures were shown, but the last night capped the climax for fun and frolic. Each group put on a stunt, and twelve splendid events were presented. The groups were determined by the birth months of each woman. They gave evidence of the fact that, "It isn't any trouble just to L-A-U-G-H." The stunts were followed by a square dance. An old mountain fiddler gave the music and everybody danced.

Through the camp the women had good appetites, served their plates bountifully in cafeteria style, and said, "It all tastes so good; I reckon because I did not have to cook it. It sure is fine to walk in the dining hall and not know what we're having for dinner."

Some instruction was given at this camp also. Mrs. Dora Dee Walker, of Home Demonstration Department, demonstrated making grape juice and peach nectar, and made enough to serve to everybody at supper time. Demonstration in making baskets from honeysuckle vines were given by Miss Julia Stebbins, Home Demonstration Agent of Greenville. The making of a floor mat from old inner tubes was demonstrated by Miss Harriet Layton, of the Home Demonstration Department, who also had charge of the recreation.

Miss Lois Pearman, Home Demonstration Agent of Anderson, had charge of the swimming. The Chapel hour each day was arranged by Miss Elizabeth Herbert, Home Demonstration Agent of Oconee.

The general management of the camp was carried on by Miss Sadie Craig, Home Demonstration Agent of Pickens. It was self-supporting as the women brought food supplies and paid a small fee. Three negro cooks were employed. The camp was open only to Home Demonstration Club Women of the Counties of Pickens, Greenville, Anderson and Oconee.

Before leaving for their homes the farm women passed resolutions of thanks and begged that the Camp for Farm Women be made an annual event, assuring the leaders that next year they were sure the enrollment would be double.

It was only last year or so that I found the blood of football players, much as I dislike the game and all its works, is more bactericidal after playing than before. I gave football only as an example of physical exercise. The germ slaying power of the blood is increased after any game.

SIR ALMROTH WRIGHT, Famous Bacteriologist.

Making a Pushmobile

Herbert W. Park, of Greensboro, North Carolina, has issued some very practical suggestions for the construction of pushmobiles.

The chief problem is to secure a satisfactory set of wheels. The disc wheel or wire wheel as used on carriages are suitable but for speed racing type of car the rubber-tired, ball-bearing, or roller bearing wheels are superior to others. Of course other type wheels can be used. The speed of the car will greatly depend on the wheels.

Parts needed for a typical pushmobile (racing model) are: 4 wheels (disc or wire ball-bearing, 15 inch), two axles, two pieces of 2 x 4 (slightly shorter than width of axle for axle block), two pieces of 2 x 4 (2 inches shorter than axle blocks for bolster blocks), 2 or 3 wooden slats (hickory preferred), about 5 barrel hoops, 5 laths, piece of broom handle, piece of rope or flexible wire cable, extra wheel (auto or otherwise), a few nails, 8 short bolts, one "king bolt" long enough to go through, some tin, canvas or burlap, some paint and a little lumber. The chassis may be from 5 to 7 feet in length.

Next comes the problem of assembling these parts into a car. First the two axles must fit into the wheels. The width of the axles will determine the width of the chassis. If the axles do not fit the wheel a blacksmith can help you adjust them. Be sure to have him bore holes in the axles so that you can bolt them to the chassis. Bore holes in the center of the axle block and the bolster block the size of the king bolt. With the short bolts fasten the blocks to the axle. Bolt or nail the slats to the rear axle block and the front bolster block. The use of slats in place of a plank helps to give spring to the chassis and easy access to the steering cable. With the barrel hoops and laths, build the framework for the rear end, using small nails or screws. In building the frame for the hood draw on a piece of lumber or box wood the design desired, cut it with a saw and screw it to the chassis.

Take a piece of broom handle long enough to reach the radiator board, leaving 4 inches on the seat side of the cowl board. Bore a hole in the center of the cowl board at the desired height; bore another small hole in the radiator board at the end of the driving shaft and drive a medium sized nail through the radiator board that will fit tightly into the end of the driving shaft. Next bore a hole in the driving shaft flush with the radiator side of the cowl board. Place nail or peg

in this hole to prevent shaft from slipping out. On the end of the shaft fasten the steering wheel by boring a hole through the hub of the wheel and the driving shaft and driving a nail or peg into this hole. A pulley may be used on this shaft and the rope or cable raised around it. If the pulley is not used, however, make 5 or 6 turns around the shaft with the rope and with a tack or small nail fasten the rope to the shaft at the center turn. Now connect the front axle and bolster block at the center with a king bolt long enough to run through with washers between bolster and axle blocks and at head of bolt.

Beneath the slats directly below the place where the rope is wrapped on the pulley, bolt a 2x2 crosspiece (this may be extended for a foot rest). Attach two screw eyes or pulleys to this crosspiece and carry the rope or cable through them to the axle block and attach to same by screw eyes or bore holes and knot ends of rope.

With some burlap, light tin, canvas or light box wood cover the framework of the hood and rear end. An old shutter, metal lathing and old wash board or wire mesh will make a fine radiator. For a seat a piece of board, as desired, or a butter tub cut to fit may be nailed in place on the slats. When the body is completed, place wheels on axles and make secure with nuts.

Finish the body of the car with paints of the desired color combination, using an oil paint first, if possible, and then an enamel. Let it thoroughly dry and you are ready to ride.

The old shed or junk shop will furnish many accessories for the "original" boy. Radiator caps

can be made from spools, door knobs, small tin cans, or old auto motor-meters. For an exhaust pipe use an old Buick water line or bend a piece of pipe to suit. A bumper may be made of a light piece of pipe. The headlights can be made with tin cans or glass door knobs. Electric lights may be installed by using old flashlight lens. Horns of various types may be added, brakes, cranks, fenders and any number of accessories.

Detroit's Playground Circus

On Thursday, August 26th, the Children's Circus, given under the auspices of the Detroit Department of Recreation, C. E. Brewer, Commissioner, ended its first summer season. The circus was sponsored by the Men's and Boys' Department, J. J. Considine, Supervisor.

Nine performances were given during the eight weeks the circus ran, one performance a week except for the last week. These performances were given in all parts of the city. On August 19th the circus was put on at Belle Isle, Detroit's largest and most beautiful playground. The best performers from previous circuses were selected, about 250 in number. In addition drafts were made on the Belle Isle Zoo for several "real" animals, among them Sheba, the children's elephant and a bucking donkey. A three-ringed show of 26 acts, interspersed with amusing clown numbers, was staged for the 12,000 people who had come to see the performance. The Redford High School Band furnished the music.



KITE CONTEST, DETROIT, MICHIGAN

"On Monday, August 23d, about 125 children gave a performance at the Detroit Tuberculosis Sanatorium at Northville, about 30 miles from Detroit. The audience, composed mostly of tubercular children, was by far the most appreciative one we had. The week following this circus we received about two dozen pathetic letters from the children inmates, telling how much they enjoyed it. Next year we intend to go out again with our bigger and better show.

"During the course of the summer between 600 and 700 children from all parts of the city took part in the circuses. Between 45,000 and 50,000 viewed the performances. The big feature of the circus was the opening parade, which always put the crowd in a gay humor. The wild animal act, bear act, elephant act, and pony drill were very enjoyable to the children who took those parts. The giraffe, ostrich, and Sparky contributed humor with their quaint antics. A live bear and a trained dog also appeared on the bill. Groups of pyramids, tumblers, contortionists, dancers, Indians, cowboys, and clowns gave body to the performances."

Possibilities of Leisure Time

By WARREN PEARSON,

*Superintendent of Miller Consolidated Schools,
Miller, Kansas*

"The two principal forms of opportunity are leisure and education. All environments are valuable to the development of genius, only so far as they secure education. Leisure is a means of education. Leisure was the great school to mankind before there was any such thing as pastime education. Leisure began with the priesthood, and to it we owe all we possess of early Indian, Chinese, Chaldean and Egyptian learning. The ruling classes of Greece and Rome possessed it. But for it, they would have accomplished little in art, literature, or philosophy. But it must not be supposed that all the leisure mankind has enjoyed has been well employed; most of it has either been wasted or worse than wasted."

When a man discovers a gold mine, he is not content with the discovery; he proceeds to develop it. He is not content with developing the mine; he desires to purchase leisure and opportunity

with the gold he digs from the mine. Humanity, in the invention of machinery and the achievement of free government, has discovered a gold mine. We are developing that mine! we are rapidly securing wealth and leisure; the day is in sight when only six hours work will be the task of every man. Even today we are outraged to discover a few thousand wage-earners, slaves, working twelve hours a day, in Pennsylvania industries. We forget that this was the doom of the vast mass of humanity up to a generation ago. We forget that good civilizations have arisen and blossomed from the soil of out-right slavery. It is not inequality of wealth or political oppression, which have wrecked the great nations from Ancient Egypt to the present time. All nations, that have achieved greatness because they discovered some kind of gold mine, have mined the gold, purchasing leisure and opportunity for at least a part of the population. The greatness of nations has grown from the utilization of leisure and opportunity, which their material achievements have purchased for them. In other words, nations have blossomed or perished according to the use they have made of their leisure time.

We have today in America, apparently more leisure time than we have proved ourselves able to use well. We are getting more leisure time constantly for more of the people. Let us hope that we may, as Ancient Athens did, use our leisure time to create great ideals; let us hope that we may not do as some great nations, dissipate our leisure time and corrupt not only ourselves, but the whole world.

The problem of the twentieth century is not the creation of wealth. The twentieth century problem is the conservation of the leisure time of its people, for only in this way shall we get an educated people, and only through an educated people can we hope to secure economic justice, responsible political freedom, or the conservation of the resources of the earth. Thomas Jefferson said, "If a nation expects to be free and ignorant in a state of civilization, it expects what never was and never will be."

This, then, is the problem of conservation which concerned the statesmen of the earliest nations, and which confronts the thinkers of today. We cannot humanize or broadly educate our people during the hours of machine industry, which are working hours. Only through their leisure time can we educate them. Nor can we during those school hours when we are training the child for more economic productiveness, instruct him along

*Courtesy of *The Kansas Teacher*.

the lines of individualistic advantage. Even the child must be humanized and prepared for citizenship during his leisure hours. You are not dealing with the real child in the school room—you are dealing with a little caged animal. You find the real child only when he is at leisure. Our problem is an old one, but one that needs new emphasis.

With progressiveness in civilization, the desire becomes more complex, more refined, more spiritual and the individual produced should be more highly educated. Hence we must supplement machine industry with a truly educated workman. Through time, and the interests and activities of leisure time only, can we produce the educated workman. Taken from whatever point of approach, the purely economic process is dependent on the social demand, which is largely a leisure time matter.

"The leisure time problem is not how the workman can have more time for play; it is how he can have more time for association, to take his share in the integrated thought and will and responsibility which is to make the new world. We are not a part of a nation because we live within its boundaries—we are part of a nation only in so far as we are helping to make that nation."

While the leisure time of the laboring man presents a perplexing problem, perhaps the leisure problem of the so-called society woman presents a more difficult one. Women who have no children and practically no home responsibilities, too often fritter away their time on frivolous and trifling matters. No doubt one of the biggest causes of domestic trouble is the misdirection of leisure

time. If these dissatisfied and deceived women would concentrate their time and effort upon some worth-while task, their dissatisfaction would fade into nothingness. They would discover then that only creation brings happiness and joy into life.

"Will men and women spend their time in trivial or evil things when they discover that they can make a whole world to their liking? Go and look at the young people in their round of gaiety at night. It is a depressing sight. A tragedy is a tragedy, and it has its own nobility; but this farce of a city population enjoying itself at night is a pitiful spectacle. Go to the dances and the theatres and the mass of young people look indifferent and more or less bored. They have not found the real joy of life."

It is a far more difficult task for civilization to teach man to use leisure rightly than to labor efficiently. Most people waste enough leisure time to make themselves great musicians, artists, scholars or poets, which might enable them to minister to human happiness even beyond that which they can do in their vocation.

We hear much of the wasted forces of a nation—the neighborhood organization movement is a movement to use some of the wasted social energy of the nation. It is perhaps one of the biggest movements yet conceived for conservation of the wasted social energy. We certainly do not have more value in forests and waterworks in America than in human beings. To redirect the spiritual energy of human beings is the big task of society today, and it is only through group activities and relationships, with intelligent leadership, that this task can be accomplished.



TAYLOR TRUST COMPANY SHOW, ROCHESTER, N. Y.

Official Marble Tournament Rules for 1926

The Game

The official game of the National Marble Championship Tournament is *Ringer*.

Ringer is played in a Ring ten (10) feet in diameter, with thirteen (13) marbles arranged in the center on a cross. The object is to shoot these marbles out of the *Ring*, the player shooting the largest number of marbles out of the *Ring* in any game being the winner of that game. No less than two and no more than six may play in one game in *Ringer*, except that in national championship matches two only play. In preliminary eliminations as many as six may play in one game. All tournament play is *for fair*, and marbles must be returned to owners after each game.

Rule I. Equipment

Sec. 1. The playing surface shall be a smooth level area of ground, hard clay, or other suitable substance. The *Ring* is inscribed upon this area, 10 feet in diameter, and all play is within this ring. (Note: The outline of this ring shall not be so deep or so wide as to check the roll of a marble.)

Sec. 2. With the center of the *Ring* as a point of intersection mark two lines at right angles to each other to form a cross, which shall be a guide for placing the playing marbles. Place one marble at the center, and three each on the four branches of the cross, each marble 3 inches away from the next one.

Sec. 3. The lag line is a straight line drawn tangent to the *Ring*, and touching it at one point. The Pitch line is a straight line drawn tangent to the *Ring*, directly opposite and parallel to the Lag Line.

Sec. 4. Playing Marbles shall be round and made of clay, and shall be not more than five-eighths inch in diameter. All Marbles in any one playing ring must be of uniform size.

Sec. 5. Shooters shall be round and made of any substance, except steel or any other metal, and shall be not less than one half inch nor more than six eighths inches in diameter, by exact measurement.

Rule II. Plan of Play

Sec. 1. The lag is the first operation in *Ringer*.

To lag, the players stand toeing the Pitch Line, or knuckling down upon it, and toss or shoot their shooters to the Lag line across the *Ring*. The player whose shooter comes nearest the Lag Line, on either side, wins the lag.

Sec. 2. Players must lag before each game. The player who wins the lag shoots first, and the others follow in order as their shooters were next nearest the Lag Line. The same shooter that is used in the lag must be used in the game following the lag.

Sec. 3. On all shots except the lag, a player shall knuckle down so that at least one knuckle is in contact with the ground, and he shall maintain this position until the shooter has left his hand. Knuckling down is permitted, but not required, in lagging.

Sec. 4. Starting the game, each player in turn shall knuckle down just outside the Ring Line, at any point he chooses, and shoot into the *Ring* to knock one or more marbles out of the *Ring*, or to hit or knock out of the *Ring*, the shooter of an opposing player, or players, if any remain inside the *Ring*.

Sec. 5. If a player knocks one or more marbles out of the *Ring*, or hits the shooter of an opponent, or knocks an opponent's shooter out of the *Ring*, he continues to shoot provided his shooter remains inside the *ring*. In the event a player's shooter passes outside the *Ring*, whether or not he has scored on the shot, he shall cease to shoot, but he shall be credited with the marbles he has scored.

Sec. 6. If, after a miss, a player's shooter remains inside the *Ring*, he must leave it there and his opponents are permitted to shoot at it. If the shooter rolls outside the *ring*, whether he misses or scores, he picks it up until his next turn, and then he is permitted to take roundsters and shoot from any point of the Ring Line.

Rule III. Playing Regulations

Sec. 1. Marbles knocked out of the *ring* shall be picked up by the player who knocks them out.

Sec. 2. Whenever a marble or shooter comes to rest on the Ring Line, if its center is outside the *Ring*, or exactly on the Ring Line, it shall be considered out of the *Ring*; if its center is inside the *Ring*, it shall be considered inside the *Ring*.

Sec. 3. A player hitting an opponent's shooter inside the *Ring*, but not knocking it out, shall pick up any marble he chooses, and shall proceed to shoot if his own shooter remains within the *Ring*.

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However, he shall not hit the same opponent's shooter until after he hits another shooter, or knocks a marble out of the ring, or comes around to his next turn to shoot.

Sec. 4. A player knocking an opponent's shooter out of the Ring shall be entitled to all the marbles won by that opponent, and the opponent whose shooter has been knocked out of the Ring is out of the game, "killed." If the opponent who was knocked out of the Ring has no marbles, the player who knocked him out shall not be entitled to pick up a marble for the shot.

Sec. 5. If a shooter knocks out two or more marbles, or hits an opponent's shooter and a marble, or hits two opponent's shooters, or completes any other combination play, he shall be entitled to all the points scored on the shot.

Sec. 6. When a shooter slips from a player's hand, if the player calls "slips" and the referee is convinced it is a slip and if the shooter did not travel more than 10 inches, the referee may order "no play" and permit the player to shoot again. The referee's decision is final.

Sec. 7. The game shall end when the last marble is shot out.

Rule IV. Scoring

Sec. 1. For each marble knocked out by a player, he shall be credited with the score of One.

Sec. 2. For each time a player hits the shooter of an opponent, and does not knock it out of the Ring, he shall be credited with the score of One.

Sec. 3. For each time a player knocks an opponent's shooter out of the Ring, he shall be credited with all the marbles previously scored by the hit opponent.

Sec. 4. The player having credited to him the largest number of marbles at the completion of a game shall be the winner of that game.

Sec. 5. In games where more than two players are engaged, if two or more players lead with the same score, those in the tie shall play a new game to break the tie.

Sec. 6. A player refusing to continue a game, once it is started, shall be disqualified, and if only two players are engaged, the game shall be forfeited to the offended player.

Sec. 7. The score of a forfeited game shall be 13-0.

Rule V. Officials

Sec. 1. The officials shall be a referee and a

scorer, if a scorer is available, otherwise the referee shall also keep score.

Sec. 2. The referee shall have complete charge of the play. He shall interpret these rules and have power to make decisions on any points not specifically covered by these rules. He shall have authority to disqualify players for unsportsmanlike conduct. He shall have authority to order from the playing field, or its vicinity, the coach or other representative of any player, who conducts himself improperly.

Sec. 3. The scorer shall keep a record of the game, marking score of each player, shot by shot, and at the termination of each game, shall notify the referee of the score, and the referee shall announce the winner. The scorer may assist the referee in enforcing the rule against coaching, and may call to the attention of the referee any infraction of the rules.

Rule VI. Penalties

A player shall not—

Sec. 1. Raise his hand until the shooter has left his hand. This violation is known as "histing."

Sec. 2. Move his hand forward until the shooter has left his hand. This violation is known as "hunching."

Sec. 3. Smooth or otherwise rearrange the ground, or remove any obstacles. He may request the referee to clear obstructions.

Penalty: If any marbles were knocked out or dislocated on the shot, they shall be restored to their place, and the player shall lose his shot.

Sec. 4. Change shooters during the course of any game, except that he may choose a new shooter on each lag, provided he uses that shooter in the subsequent game.

Penalty: The player shall be disqualified from the game.

Sec. 5. Communicate in any way with his coach during the course of the game.

Penalty: Forfeiture of all marbles he has knocked out of the Ring, said marbles to be returned to the game, and placed on the cross.

Sec. 6. A coach shall not give instructions to either his own or any other player engaged in the game.

Penalty: Coach shall be ordered from the playing field, if, after being warned once, he continues his violation.

Sec. 7. Players must not walk through the marble ring.

Penalty: The referee may require the forfeiture



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of one marble, said marble to be returned to the ring and placed on the cross.

Rule VII. Age of Players

Sec. 1. The tournament is open to boys or girls of 14 years or under.

Sec. 2. A boy or girl who becomes 15 on or after July 1, 1926, is eligible to play, and one who becomes 15 any time before July 1, 1926, is not eligible to play.

Rule VIII. Definitions

The term "marbles" in these rules is used to denote the object marbles only, variously known as mibs, niggs, commies, hoodles, ducks, etc.

The term "shooter" is used to denote the offensive marble, variously known as the taw, moonie, glassie, etc.

"Knuckling down" is the act of resting a knuckle or knuckles on the ground when shooting.

"Shooting" is the act of holding the shooter between the thumb and first finger and releasing it by force of the thumb.

"Hunching" is the act of moving the hand forward across the Ring Line when shooting from the Ring Line, or forward from the point at which the shooter came to rest when shooting inside the ring. (*Forbidden*.)

"Histing" is the act of raising the hand from the ground in shooting. (*Forbidden*.)

"Roundsters" is the privilege of taking a different position on the Ring Line for shooting and is permitted only at the start of the game or on a turn after a shooter has passed out of the ring.

"For Fair" is playing for sportsmanship only, when marbles are returned at the end of each game to their owners.

"Lofting" is the act of shooting in an arch through the air to hit a marble. This is the most skillful shot in ringer.

"Bowling" is the act of rolling a shot on the ground to hit a marble.

A match may be decided in one, three or five games. It is not the total high score, but the games won, that determines the winner of each matter.



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The Question Box

Question

I am producing a Chinese play with a group of boys and girls of high school age. We have a small stage, footlights and a front curtain. Will you please tell us what type of drapes we should use with a such a play.

Answer

I once saw a very fantastic and beautiful setting for an oriental play. I thought the most expensive materials must have been used but learned from the director that the draperies were of very inexpensive muslin and dyed in the following manner:

Material: Unbleached muslin, dye and gold preparation.

Colors: Red, Purple blue.

Process: Soak in hot water. Dip first one end in red, other end in blue. Float colors together to make purple at center. Dry in crepe-y folds. After dry, spread the material on floor with paper or oilcloth under and apply the gold preparation on the curtain with large sponge. Dip sponge in gold preparation and apply quickly and lightly to material.

Directions for gold preparation:

Yellow ground paint dissolved in water.

Glue—ground. If you are not able to obtain this, use flake glue which sometimes comes in cakes. Dissolve glue in boiling water. For large quantities, use 1 lb. glue to a gallon of boiling water.

Whiting—Dissolve in cold water. When using large quantities, let stand over night if possible.

Gold—Medium.

Process: Heat whiting and glue in separate vessels by placing in pans of hot water. Do not let water boil. When thoroughly heated, mix whiting and glue, then add yellow and medium gold. Put mixture in hot water until of milky consistency. Then fleck on curtain with sponge making designs if desired. Constantly stir gold mixture so it does not become cold.

Proceedings of the Recreation Congress, Chalfonte-Haddon Hall, Atlantic City, Oct. 18-22, will appear in THE PLAYGROUND



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THE PLAYGROUND

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At the Conventions

THIRD ANNUAL MEETING, WOMEN'S DIVISION,
N. A. A. F.

The proceedings of the Third Annual Meeting of the Women's Division of the National Amateur Athletic Federation, held on May 10th in New York City, are now available in printed form at the office of the Women's Division, 2 West 46th Street, New York City. These reports will be of keen interest to all who have at heart the welfare of girls in their physical activities.

The proceedings have been published in two pamphlets; the first contains the reports of the business proceedings, committee reports on programs, tests and motor and organic efficiency, amateurism, rating plans and local group reports. The second pamphlet contains the papers on group or student leadership presented from the point of view of the art of training for leadership, pupil leadership in elementary schools, secondary schools, colleges and universities and group leadership in known school groups and organizations.

These compilations represent a thoughtful contribution to the solution of leadership problems.

Book Reviews

OUR TEMPLED HILLS. By Ralph A. Felton. Published by Council of Women for Home Missions and Missionary Education Movement, 150 Fifth Avenue, New York. Price, \$1.00

"The rural church must win out," says Mr. Felton in his foreword, and this is the keynote of his book in which he presents the problems of the new rural life, discusses a church program to meet its needs, extension work in the local parish, leadership for the new rural church, the rural church and the nation, and a program for the rural church.

The importance of recreation is stressed throughout and instances are cited showing how the development of recreation facilities has affected vitally the life of the church.

The book is full of human interest; stories and illustrations make it exceedingly readable and the reader cannot fail to gain a new picture of rural life.

THE GIRL'S EVERY DAY Book. Published by The Woman's Press, New York. Price, \$1.00

"A book to go adventuring in" is the term applied to this book in which have been brought together poems and quotations from writers on subjects of all kinds affecting the girl.

HIS CHILDREN. By Rufus Lears, Jewish Welfare Board, 352 Fourth Ave., New York, \$25

This is the one-act play which was awarded first prize in the nation-wide play contest conducted recently by the Jewish Welfare Board, the national organization for Jewish Community Center, Y. M. H. A.'s, W. H. A.'s, and kindred associations in the United States and Canada. The judges in the contest were David Pinski, noted Jewish playwright, Gustav Blum, dramatic producer, and Dr. Elias Lieberman, educator, poet and literary critic.

The first performance of this play was given last November at the Forty-ninth Street Theatre, New York City, and was accorded a most enthusiastic reception by a large, appreciative audience.

The central theme of the play is the chasm between the older and younger generations. It is a study of the estrangement between a stern but loving Orthodox Jew and his children, and their realization, after his death, of his inner character. *His Children* has been generally praised both for its dramatic quality and educational value.

MUSIC, YOUTH AND OPPORTUNITY. By Janet D. Schenck, National Federation of Settlements, Boston

The vital contribution of music schools to the lives of the pupils, their families and their neighborhoods, problems of organization and administration, the interaction of music school and settlements and their effect on social development, are ably discussed by Janet D. Schenck, whose work has been the foundation on which some of the most important activities of the Music Division of the National Federation of Settlements have been built. The book also contains a bibliography, suggestions on curriculum for a music school, a number of tables of expenditure, receipts and other facts, and a directory of music schools and settlement music departments.

HANDBOOK OF RURAL SOCIAL RESOURCES. By Henry Israel and Benson Y. Landis. University of Chicago Press, Chicago, Illinois

This handbook, designed as a reference work for rural workers in many fields, has as its purpose the bringing together of data heretofore widely scattered and the summing up of recent achievements and developments in rural life. There are chapters on *The Rural Population; Farmers' Standards of Living; The Development of Rural Art; Rural Education; Rural Social Work; The Rural Work of the Catholic Church; The Situation Among Protestant Rural Churches; Organized Rural Recreation; Farm Women's Organizations; National Agricultural Legislation, 1921-25; The Cooperative*

Marketing Movement; Farm Credit and Farm Taxation; Agricultural Production, Prices and Income; Some Agricultural Policies of European Nations. Part II contains the Programs of National Agencies Engaged in Rural Social Work.

PLAYS FOR CHILDREN. Compiled by Cora Mel Patten, Drama League of America, Chicago, Illinois. Price \$10

This comprehensive list, compiled by Miss Patten, is grouped under the headings: Reference Books; Books Containing Collections of Plays; Long Plays and Pageants and One Act Plays. Brief descriptions are given of each play together with information regarding price and publisher.

TWICE 55 COMMUNITY SONGS FOR MEN'S VOICES (The Blue Book). Compiled and edited by Peter W. Dykema, published by C. C. Birchard and Company, Boston. Price \$.55

This collection contains the words and music of folk songs for many lands, favorite ballads, standard four-part songs, humorous and close harmony numbers, special choruses for advanced use, including several classics and a few hymns and Christmas carols.

EDUCATIONAL OPPORTUNITIES OF GREATER BOSTON, 1926-27. The Prospect Union Educational Exchange, 760 Massachusetts Avenue, Cambridge, Massachusetts. Price \$50

The Prospect Union Educational Exchange announces the publication of its Fourth Annual Booklet containing information about 24 courses in 559 subjects offered in 155 selected schools in greater Boston. These courses are open to working men and women.

The Exchange seeks to be a clearing house for educational information and acts as an accrediting agency. Educational Guidance and vocational information are included in the program of this free public service bureau which is supported by endowment and subscription.

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